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ABSTRACT

This book is an actual school year's work, written by three teaming, open classroom teachers in grades one, five, and six. It is designed for teachers of grades k-6 who are working right in the classroom with their students, for school administrators involved in curriculum development, and for parents expecting the best tangible results from an organized educational process. Chapter one focuses on classroom organization and includes scheduling for the first month of school. In chapter two, the establishment of learning sections and areas is discussed and illustrated with schedules of activities. Chapter three contains lesson plans for learning centers. In chapter four, task cards and lesson plans geared for creative dramatization are defined and presented. Chapter five contains programmed lesson plans that are selected by the students based on a full-day, full-week scheduling. Lists of skills and diagnostic tools are presented in chapter six. Chapter seven contains emergency lesson plans for substitute teachers, while the summary containing teacher and student feelings about the year is presented in chapter eight. A bibliography is included. (RC)

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MOVING TOWARD OPENNESS

with

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1975

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by

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PREFACE

Trends in education today have established that "open education is to help each child become a self-directed, willing, and ultimately, an independent learner."[1] If this is to happen, the teacher and her curriculum must be structured but flexible. "What appears to be casual and spontaneous activity in an open classroom in fact is (should be) the result of careful planning on the part of the teacher."[2]

This book is an actual school year's work, written and experienced by three teaming teachers in their respective classrooms. It is designed for teachers who are working right in the classroom with their students, for school administrators involved in curriculum development, and for parents expecting the best tangible results from an organized educational process.

We, the teachers involved, attempted to establish a curriculum in which distinctions between subject matter would be broken down in order to yield an integration of insights, a coordination of disciplines, a system of character building, identity, and self-esteem within a framework which we consider to be the open classroom.

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[1] Martha Ellison, "Open Education Not for the Tired or Timid," in Innovations in Education by Julia DeCarlo (New York: Behavioral Publications, 1973), p. 250.

[2] Mary Brown, "The Teacher as a Senior Partner," in The Open Classroom Reader by Charles E. Silberman (New York: Random House, 1973), p. 247.

It is our contention that controlled classroom management and teacher planning are paramount to this classroom openness. This program was developed for grades K through 6 and designed to fit the needs of any child--whether he be inner-city or suburban; it is flexible enough to be adapted and organized to any level of learning.

Moving Toward Openness was structured to foster academic skills, give self direction, elicit positive self concepts, and motivate independence in a learning situation. The open classroom is not an innovation in itself. Our approach to this openness is unique in that it offers the teacher a step-by-step, organized, instructional, management system replete with illustrations, charts, and even an evaluative measure of success in the form of a report card. This method is an eclectic approach that can be used by any school system and its teachers just by "keying-in" (correlating) available materials of any or all subject areas to the core reading series of their preference.

We concluded that this educational procedure was an invaluable instructional device for all actively involved in the learning situation. It provided the teacher with a reliable outline for lesson planning and scheduling and, at the same time, provided every student with an avenue for realizing his own measurable success in academic and social disciplines.

Our approach was as uncomplicated as it was effective, as pragmatic as it was beneficial. We have unlimited confidence in the quality and efficacy of our program and hope that its value will be realized in this book so that others may share in our purpose.

The following is a description of each chapter in the Table of Contents. The explanations are based on the actual employment of lessons involved during this school year.

Chapter I--Classroom Organization. Scheduling for the first month of school is shown in this chapter. Here basic classroom procedures, discipline, and routines were established; traditional teaching techniques utilized at the onset of the school year were also demonstrated.

Chapter II--Learning Sections and Areas. In this chapter actual centers were established and illustrated with charts. Educational diagnostic tools were utilized to form evaluative programmed sections and areas. In a section, one child worked on his or her own individual needs. The areas were set up in the room where no more than four children worked on activities which were a follow-up to total classroom lessons. These sections and areas established procedures for moving about the classroom and lasted about fifteen minutes. Here the children's learning became individualized and began to follow a definite program.

Chapter III--Learning Centers. Learning Centers containing complete lesson plans were established in this chapter. Teachers organized the children into four groups which functioned on a half-day basis in the centers. The four centers were student directed and included programmed, keyed-in (correlated) materials necessary for the development of a complete unit of study. At this point the learning center and the effective educational techniques of peer teaching were used; the teacher's role was that of supervisor. All the materials are illustrated in this chapter.

Chapter IV--Collage of Learning. Two aspects of grouping were extended in this chapter: one utilized individual tasks in three subject areas and the other involved total class grouping for creative drama. The groups continued on a half-day basis, increasing individualization through the use of self-directed task cards and effective education in the form of creative dramatics.

The task cards and lesson plans are geared for creative dramatization and are defined in this chapter.

Chapter V--Toward Independence. This chapter contains programmed lesson plans which are selected by the students based on a full-day, full-week scheduling. A complete management system, including charts and forms for utilizing these lesson plans, is included.

Also in this chapter is a delineation of the use of resource people within the schools, open classroom methods, and individualization demonstrated through the use of programmed lessons.

Chapter VI--Create a Need. We are presenting the first portion of this chapter for your evaluation. The second portion contains a list of needed reading skills, a list of math skills, an Informal Reading Inventory developed to diagnose reading levels, and the Morton Botel Phonics Inventory.

Chapter VII--Emergency Lesson Plans. This chapter contains emergency lesson plans for the substitute teacher.

Chapter VIII--Summary. Depicted in the summary are teacher and student feelings about the year.

Bibliography. This is a general bibliography divided according to subjects.

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS ii

PREFACE iii

LIST OF CHARTS xii

LIST OF ILLUSTRATIONS xiii

LIST OF TABLES xiv

INTRODUCTION 1

CHAPTER

I. CLASSROOM ORGANIZATION 6

Classroom Daily Schedules--September:
- 1st Grade 10
- 5th Grade 12
- 6th Grade 13

II. LEARNING SECTIONS AND AREAS 18

Learning Sections 18
Classroom Daily Schedules--October/November:
- 1st Grade 19
- 5th Grade 21
- 6th Grade 23

Classroom Daily Schedules--December:
- 1st Grade 25
- 5th Grade 27
- 6th Grade 29

Learning Areas 34

III. LEARNING CENTERS 39

Lesson Plans for the Water Cycle Center . . . 40
Lesson 1--Water Cycle 41

CHAPTER Page

Lesson 2--Sound of Water 41
Lesson 3--Pollution 43
Lesson 4--Water Cycle Word Game 45
Lesson 5--Water Cycle Vocabulary 46
Lesson 6--Word and Definition Test 48
Lesson 7--Procedure for Experiment: Hygrometer 49

Lesson Plans for the Reading Center 53
Lesson 1--Fable 54
Lesson 2--Phonics Procedure 54
Lesson 3--Experience Story 56
Lesson 4--Games 56
Lesson 5--Listening Comprehension Fable 60
Lesson 6--Index 61
Lesson 7--Book Report 61

Lesson Plans for the African Center 62
Lesson 1--Africa 63
Lesson 2--Vocabulary Chart 63
Lesson 3--Faces of African Children 64
Lesson 4--Land Forms 65
Lesson 5--Word Puzzles 66
Lesson 6--Making a Terrain Map 67
Lesson 7--Story Cards 68
Lesson 8--Making a Natural Habitat 69
Lesson 9--"Men Are Not Superior" 70

Lesson Plans for the Writing Center 71
Lesson 1--Writing 74
Lesson 2--Techniques for Legible Handwriting 74
Lesson 3--"Snowstorm" 75
Lesson 4--Form Letters 76
Lesson 5--Letter Writing Form 77
Lesson 6--Pen Pal List 78
Lesson 7--Outline 79
Lesson 8--Addressing an Envelope 79
Lesson 9--How to Fold a Letter 80
Lesson 10--Your Health 80

IV. COLLAGE OF LEARNING 81

Procedure 83
Creative Dramatics Lessons 84
Learning Areas 100
  Art 100
  Music 103
  Literature 106
Classroom Daily Schedule--February 109

CHAPTER Page

V. TOWARD INDEPENDENCE 110

A New Day 110
The Specialist 113
Scope and Sequence Chart/Grades 1 through 3 . 118
Lesson Plans: Level I--Lesson 4 121
Scope and Sequence--Levels IV to VI 123
Lesson Plans: Level IV--Lesson 1 126
Sample Lesson Plan Schedule 127
Individual Lesson Request Form 129
Time Schedule Form for Open Classroom Lesson Plans 130
Request for Audio-Visual Equipment 131
Classroom Library Form 132
Lesson Evaluation Sheet 133
"Did You? Do You?" 141
Push In When Going Out 142
Classroom Daily Schedule (General) 144

VI. CREATE A NEED 146

Reading and Math Skills 157
Methods Used to Evaluate Skills 166
Open Education Report Card 174

VII. EMERGENCY LESSON PLANS 175

VIII. SUMMARY 180

BIBLIOGRAPHY 216

Books 217
Periodicals 219
Others 219
Audio-Visual Materials 220
Specialized Sources 221
  Art 221
  Creative Writing 222
  English 222
  Geography 223
  Handwriting 223
  Health & Safety 223
  Literature 224
  Mathematics 224
  Music 225
  Phonics 225
  Reading 226
  Science 226

Page

Social Studies 226
Social Studies: Audio-Visual 229
Others 230

LIST OF CHARTS

Chart Page

1. Organization: September to June 9

2. Open Classroom Lesson Development (Levels I to III) 115

3. Open Classroom Lesson Development (Levels IV to VI) 122

LIST OF ILLUSTRATIONS

Illustration Page

1. Phonics Checklist 31
2. Water Cycle Activity Sheet 42
3. Water Cycle Diagram 47
4. Learning Center Checklist 55
5. Speedyway 59
6. Land Forms--Perceptual Map with Flash Cards . . 65
7. Word Puzzles 66
8. Push In When Going Out 143

LIST OF TABLES

Table Page

1. Preliminary Outline to Openness 8
2. Management System--March to June 15
3. Group's Roster 39
4. Open Court Correlated Language Arts Program . . 116

INTRODUCTION

In many school systems throughout the country, urban and suburban, children are venturing out into classes where they are finding few controls; these controls are being set up via task cards, an area of experience where the child may perform, at best, to a minimum of his capacity. This trend in education is called "The Open Classroom." Many of these open classroom environments are failing to create, for the child, a human and social experience, one that will prepare him to live in and shape a society of change, of tension, of hostility, of inter-racial, urban, 20th-century America. These one or two learning tasks, which the children are responsible for, just do not prepare him or her for living. Learning--open or closed--must reflect the child's total environment. It must place education in the same realm of adventure as television, a birthday party, or a Saturday trip to the movies to see his favorite "shoot 'em up" or "super-fly," a task card in and of itself which cannot hope to create such an adventure. But where does it begin? When, how, why, and who can hope to place children in the type of situation where classroom experiences and expectations lead him into being a citizen capable of handling a "society of change"?

There must be a time when children move toward "openness" as a child moves toward maturity. A prerequisite is an honesty of interpersonal relations, a willingness to admit flaws; it is a set of procedures where children become participants in the process of education and not simply recipients.

> For the purpose of teaching and instruction is to bring ever more out of man rather than to put more into him; for that which can get into man we already know and possess as the property of mankind. On the other hand, what yet is to come out of mankind, what human nature is yet to develop, that we do not yet know . . . [1]

Formal education and guides toward teaching self-respect and improving the self-image have failed miserably Dewey once said that children "Learn by doing." If this is so, then the classroom should be a beehive of doing. There are a multitude of concepts, facts, and attitudes which need to be taught at one given grade or level. There is so much to review, reteach, and revamp, that the teacher cannot even hope to do it alone. The learning and teaching must become shared responsibilities; teacher and children become learning partners.

The teacher must establish an integrated curriculum in which an integration of insights, a coordination of disciplines, a system of character building, identity, and self-esteem can be incorporated in the total program where artificial distinctions built into the subject matter are broken down.

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[1] Frobel, as found in Patricia F. Carini's "Child Development: A Basis for Open Classroom Curriculum," Urban Review, Vol. 7 (April, 1974), pp. 146-154.

> Good powers of organization are necessary for the smooth running of a large and active class to avoid waste of time and materials. It is important that children be trained in good working habits, and in housekeeping; the children should learn to manage the environment as well as use it.[2]

When the teacher has made frequent decisions which help remove obstacles to the children's learning, the child learns something about the adult which can be described with words like "confidence," "trust," and "respect." The teacher has done something for the child he could not do for himself and the child knows it.

> If he thus learns that he has the competence to do something that he didn't know he could do, then the teacher has been a very crucial figure in his life. He has provided that external loop, that external feedback that the child couldn't provide for himself; he then values the one who provides the thing provided.[3]

The child's respect for the teacher is respect for a caring person who has his best interests at heart, and on whose help and fair judgment he can rely. Children may also be led to recognize and appreciate the individuality and personal dignity of all other children.[4]

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[2] Celia Houghton, "The Teacher as Learner" in The Open Classroom Reader by Charles E. Silberman (New York: Random House, 1973), p. 247.

[3] Roland Barth, "The Teacher as Facilitator of Learning" in The Open Classroom by Charles E. Silberman (New York: Random House, 1973), p. 282.

Piaget sums up the right relationship between the teacher and child as the relationship of "mutual respect," the respect the teacher has for the child as a person, for his uniqueness and his needs. The teacher must be willing to be personally involved with each child so that he or she may respond to the individual needs of each child. Here the child may begin to perceive that there is some relationship between the variety of experiences he has in school and that all of his experiences combine to give him the tools he needs to control his own destiny. "Open education is to help each child become a self-directed, willing, and ultimately, an independent learner."[5] If this is to happen, the teacher and her curriculum must be structured and flexible. "What appears to be casual and spontaneous activity in an open classroom in fact is [should be] the result of careful planning on the part of the teacher."[6]

In conclusion, Kohl states "that the role of the teacher is not to control his pupils but rather to enable them to make choices and pursue what interests them."[7]

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[4] Houghton, p. 246.

[5] Martha Ellison, "Open Education Not for the Tired or the Timid" in Innovations in Education by Julia DeCarlo (New York: Behavioral Publications, 1973), p. 250.

[6] Mary Brown, "The Teacher as a Senior Partner" in The Open Classroom Reader by Charles E. Silberman (New York: Random House, 1973), p. 247.

This statement can be quite misleading to the open classroom concept because control and classroom management are of the utmost importance to the open classroom, and as Kohl has stated, the teacher and the planning go hand-in-hand.

T taking the child from where he is

A and

S staying with him, step by step, moving with

K kindness; but firm resolve that high expectations shall be the order of the day.

C caring enough to carry each child through

A all the avenues of experience in order for him to

R reach the heights of adventure and secure the skills which will be

D demanded of him in this ever changing twentieth century. Give him the

S stamina, security, skills, and success he will need to make it!

---

[7] Harbert R. Kohl, The Open Classroom (New York: A New York Review Book Distributed by Vintage Books, A Division of Random House, Inc., 1969), p. 20.

CHAPTER I

CLASSROOM ORGANIZATION

In order for the children to meet and succeed in our school society, they need experiences that build on their pre-school environment. Educational psychologists agree that they learn easier through the use of concrete objects that can be seen and felt, smelled and tasted, and perhaps read, rather than through pictures which are abstract. Pictures may be meaningless to those children that have not had the experiences shown in the pictures. Through the use of concrete objects, teaching begins with the known and proceeds to the unknown. Thus, teaching is by the theory that the ability to work with abstractions (pictures) comes after direct experiences with the concrete.

Theories of learning indicate that children learn in a sequential manner. The first step is experience and then they hear words that name or describe the experiences. Eventually they use the words for communication in relating their own experiences. Therefore, it is only after weeks (years maybe) of experiencing, listening, and speaking, that the children are ready to begin reading.

Table 1 shows the preliminary plans used in organizing the classes and Chart 1 aided in planning the work for the whole school year, September to June. The first phase (one to three months) is a period in the classroom that is often termed a "readiness time." If the children are to function properly within this time, the concretes of the classroom must become a part of their experience. They cannot remain remote from them. Bulletin boards, rules, routines, charts, books, coat closets, desks, the use of papers, pencils, notebooks, blackboards--all must become meaningful to them. The lessons developed in this period were designed to saturate the child with a listening and speaking vocabulary before any other facet of language development was introduced. The children were exposed to an extensive vocabulary through subjects such as Ecology, Black History, Literature, and Creative Drama; they were also exposed to the use of learning partners, learning sections, and learning areas. The Classroom Daily Schedules on pages 10 to 13 show a realistic time guide for grades one, five, and six for September.

The next phase of classroom organization (one to three months) utilized centers and individualized, programmed activities which were incorporated within the classroom environment and supplemented by the use of audio-visual aids, trips, and peer-group teaching. This organization

Table 1

Preliminary Outline to Openness

	Sections	Areas	Centers
Charts	Phonics Chart	No more than two short charts with written directions.	Procedure, vocabulary, activity.
Materials	Magic Slates (Individual Worksheets) Black Wax Crayon Paper Towel		
Time	2-10 Minutes (Daily)	10-20 Minutes (for length of materials to be completed by class)	1/2-1 1/2 Hours (Generally runs for four to six weeks)
No. of Children	One	Two to four	Five to ten
Evaluation	Related to worksheets	Completion of the actual activity	Teachers observation and the completed activity, either written or performed

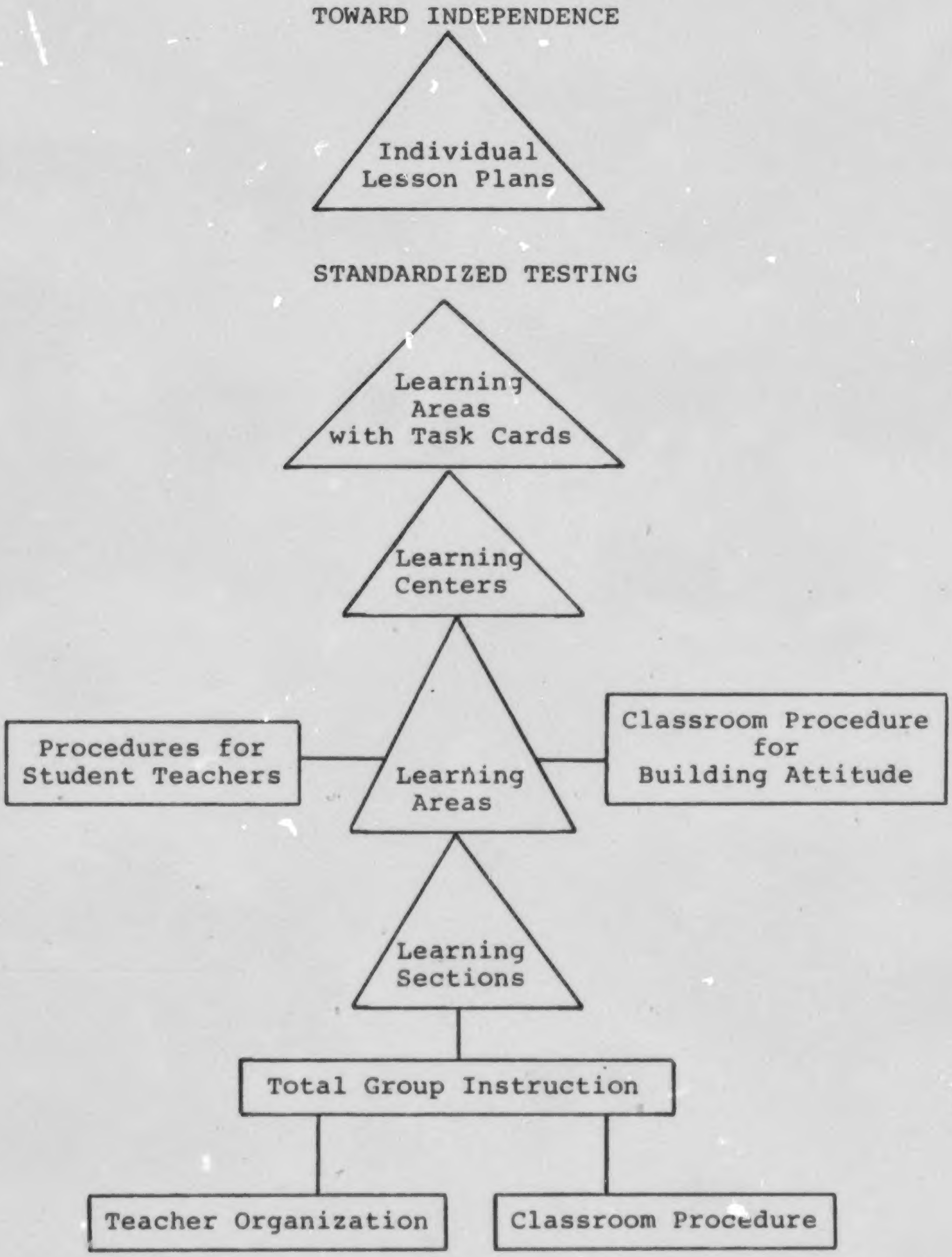

TOWARD INDEPENDENCE
Individual Lesson Plans
STANDARDIZED TESTING
Learning Areas with Task Cards
Learning Centers
Procedures for Student Teachers
Learning Areas
Classroom Procedure for Building Attitude
Learning Sections
Total Group Instruction
Teacher Organization
Classroom Procedure

Chart 1

Organization: September to June

CLASSROOM DAILY SCHEDULE

September--1st Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	PREPARATION Pass out pencils Check homework	PREPARATION Pass out pencils Check homework	PREPARATION Pass out pencils Check Homework	PREPARATION Pass out pencils Check homework	PREPARATION Pass out pencils Check homework
9:00-9:30	NAMES Locate name on chart; practice your name; spell your name.	NAMES	NAMES	NAMES	NAMES
9:30-10:00	MATH Counting & sets	MATH Counting & sets	MATH Counting & sets	MATH Counting & sets	MATH Counting & sets
10:00-10:15	BATHROOM	BATHROOM	BATHROOM	BATHROOM	BATHROOM
10:15-10:30	LITERATURE	LITERATURE	LITERATURE	LITERATURE	LITERATURE
10:30-11:30	READING (1) Alphabetical order--Anagrams. (2) Review sounds learned. (3) Blue Book--Open Court Pub. (4) Dictation--Remembering to proof read.	READING	READING	READING	READING
11:30-12:15	LUNCH Practice good lunchroom procedures.	LUNCH	LUNCH	LUNCH	LUNCH
12:15-12:30	CALENDAR SKILLS Discussions: (1) Days of the week, yesterday, today, tomorrow. (2) Months > Charts & matching. (3) Seasons > Charts & matching. (4) Weather: Flannel board.	CALENDAR SKILLS	CALENDAR SKILLS	CALENDAR SKILLS	CALENDAR SKILLS
12:30-1:00	PHONICS Sound & do records	PHONICS Draw Sound	PHONICS Worksheet	PHONICS Review and drill	LIBRARY Test

September--1st Grade (Continued)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
1:00-1:30	HANDWRITING Letters of the alphabet.	HANDWRITING	MUSIC Open Court Music Books	HANDWRITING	HANDWRITING Test
1:30-1:45	BATHROOM PROCEDURE Line practice	BATHROOM PROCEDURE Line practice	BATHROOM PROCEDURE Line practice	BATHROOM PROCEDURE Line practice	BATHROOM PROCEDURE Line practice
1:45-2:15	SCIENCE Fall	SOCIAL STUDIES Family	HEALTH Good eating habits	GYM Body movements	ART In conjunction with week's activities
2:15-2:45	HOMEWORK Pass out homework books. Look at the homework for tonight. Go over each thing practiced on the board. Make sure directions are clear.	HOMEWORK	HOMEWORK	HOMEWORK	CREATIVE DRAMATICS
2:45-3:00	CLEAN-UP Coat room procedure; desk checked	CLEAN-UP Coat room procedure; desk checked	CLEAN-UP Coat room procedure; desk checked	CLEAN-UP Coat room procedure; desk checked	CLEAN-UP Coat room procedure; desk checked

CLASSROOM DAILY SCHEDULE

September--5th Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:05	PREPARATION Coats;	PREPARATION pencils; get	PREPARATION out homework;	PREPARATION music	PREPARATION
9:05-9:20	CHECK HOMEWORK	CHECK HOMEWORK	CHECK HOMEWORK	CHECK HOMEWORK	CHECK HOMEWORK
9:20-9:45	SPELLING Introduce	SPELLING Sentences	SPELLING Dictionary	SPELLING Review, quiz	SPELLING Test
9:45-10:00	PHONICS	PHONICS Response cards	PHONICS	PHONICS Review, quiz response cards	PHONICS
10:00-11:00	MATH	MATH	MATH	MATH--Review, quiz	MATH--Test
11:00-11:10	BATHROOM & WATER	BATHROOM & WATER	BATHROOM & WATER	BATHROOM & WATER	BATHROOM & WATER
11:10-11:45	LITERATURE	LITERATURE	HANDWRITING	HANDWRITING	TEST
11:45-12:30	READING	READING	READING	READING	READING--Test
12:30-12:45	COPY HOMEWORK	COPY HOMEWORK	COPY HOMEWORK	COPY HOMEWORK	COPY HOMEWORK
12:45-1:00	DISCUSS & REVIEW HOMEWORK	DISCUSS & REVIEW HOMEWORK	DISCUSS & REVIEW HOMEWORK	DISCUSS & REVIEW HOMEWORK	DISCUSS & REVIEW HOMEWORK
1:00-1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:30-2:00	LIBRARY	ENGLISH	ENGLISH	SCIENCE	TEST
2:00-2:30	SOCIAL STUDIES	SOCIAL STUDIES	SCIENCE	REVIEW	TEST/DANCING
2:30-3:00	SOCIAL STUDIES	HEALTH	SCIENCE	GYM	LITERATURE/ DANCING
			CLEAN UP		

CLASSROOM DAILY SCHEDULE

September--6th Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:15	PRE-CLASSWORK	PRE-CLASSWORK	PRE-CLASSWORK	PRE-CLASSWORK	PRE-CLASSWORK
	Reading and Thinking Skills (during this time check homework, collect lunch money, sharpen pencils, etc.).				
9:15-9:30	ORALLY REVIEW PRE-CLASSWORK AND PREVIOUS NIGHT'S ASSIGNMENT				
9:30-11:00	READING Teacher directed only.	READING Teacher directed only.	READING Teacher directed only.	READING Teacher directed only.	READING Teacher directed only.
11:00-11:15	BATHROOM & WATER	BATHROOM & WATER	BATHROOM & WATER	BATHROOM & WATER	BATHROOM & WATER
11:15-11:45	SPELLING Introduce	SPELLING Sentences	SPELLING Dictionary	SPELLING Pre-test charting	SPELLING Test
11:45-12:40	MATH	MATH	MATH	MATH	MATH
12:40-1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:30-2:15	LANGUAGE ARTS	LITERATURE	SCIENCE	ART	SOCIAL STUDIES Map skills
2:15-2:45	PENMANSHIP	HEALTH	WRITTEN EXPRESSION	LANGUAGE ARTS	SCIENCE
2:45-3:00	COPY HOMEWORK:		PREPARE FOR DISMISSAL		

Every other Wednesday for 45 minutes, children went to the library for Library Science and to select books for book reports which were due on every other Tuesday.

developed the remaining skills of the language arts program. Here the teacher continuously taught, tested, analyzed, and grouped . . . taught, tested, analyzed, and re-grouped.

The classroom organization became more sophisticated for the remainder of the school year. Table 2 contains a management system with the components, objectives, and materials used to assess the proficiency of the skills incorporated in the open classroom lesson plans. The objectives were taken from the Performance Criteria of the Richmond Public Schools Assessment of Teacher Performance checklist. In order to fulfill these requirements they became a part of our curriculum.

Hopefully, by March the procedures prescribed here and the stated goal would be achieved and the academic future of the children would be assured in an open classroom.

Classroom Daily Schedules for October, November, and December are shown in Chapter II. This is where classroom techniques, procedures, and organization took place and from which the Learning Sections and Areas emanated.

Table 2

Management System--March to June

Component	Objectives[a]	Materials Used
Diagnosis, to	-find the academic strengths and weaknesses of each child. -plan for each child as an individual in accordance with his needs. -understand and appreciate each child as an individual of worth. -help each child to recognize his potential, develop his abilities, and assume his responsibilities as a member of the group. -build understanding of specific concepts. -use appropriate instructional materials and other resources.	-Morton Botel Phonics Inventory -Individual Reading Inventory -Criterion Reference Test in Reading--Open Court -Leveled Mathematics Test -Spelling Test of Dolch Sight Words--200 Teacher-Made Tests
Identification of Students' Strengths and Weaknesses in order to:	-implement an instructional program where multi-level reading and concept development is planned and encouraged. -strive for increased proficiency in instruction through trying to utilize better reading techniques to help students achieve. -evaluate the total program of instruction based on improved attitudes and student achievement. -develop needed skills in all students. -implement a planned reading program based on students' identified needs; continuing to diagnose and prescribe as levels of achievement change.	-Error Analysis of each test in the section -Charted phonics checklist -Teacher observations -Teacher-made tests -Recorded Individual Reading Inventory Levels -Made a checklist of Dolch words missed
Development and Implementation of Instructional Plans in order to:	-provide different subject matter and learning experiences for individuals with different abilities and/or past achievement. -provide opportunities for pupils to work independently on meaningful tasks that derive from and contribute to the planned activities of the group. -develop and use questioning techniques that require	-Learning Centers -Task Cards -Open Classroom Lesson Plans -Affective Education

Table 2 (Continued)

Component	Objectives[a]	Materials Used
	pupils to employ the higher cognitive processes as well as to demonstrate retention and comprehension. -encourage pupils to express their ideas in group discussions and other creative ways. -involve pupils in planning and conducting class activities under the guidance and direction of the teacher.	
Scheduling of Students in order to:	-provide opportunities and guidance in helping students become independent learners and thinkers. -direct the child into acceptance of others. -report procedures used by the teachers to inform parents regarding progress of students. -determine if the child exhibits dependability in assignments, recognizes and accepts responsibilities, respects the rights of others, exercises self control and maintains discipline conducive to learning.	-Total grouping schedules -Sign-in sheets for sections, areas, and task cards -Rostering into centers (8 to 11 in a center) -Student scheduling for individual lesson plans -Affective education
Evaluation, Analysis and Reassignment, based on:	-the total reading program in light of pupil achievement, improved attitudes and application to learning in other areas. -progress of students. -ability to solve meaningful problems. -the child's ability to assess the learning environment he controls, diagnosing and planning for specific reading needs in his area. -the child's creativity in performance. -the child's competence in subject matter assigned.	-Teacher-made tests -Standardized tests -Open classroom lesson plan tests -End of unit tests
Record Keeping in order to:	-foster teacher accountability. -maintain a good working relationship with the children. -display precise accuracy in reporting for future reference. -humanize instruction.	-Report cards -Sign-in sheet -Botel Phonics Mastery Test Forms and Class Summary Sheet

Table 2 (Continued)

Component	Objectives[a]	Materials Used
	-exhibit sincere personal concern for students. -communicate effectively with students. -maintain and exhibit results of child's growth. -observe at a glance the sequential and developmental nature of children's learning.	-Phonics Checklist -Informal Reading Inventory Forms -Child's progressive Informal Reading Inventory Booklet -"Push In When Going Out" Chart -Sociograms -Individual Lesson Request -Form with comments -Lesson Evaluation Sheet -Request for Audio-Visual Equipment Sheet -Overnight Classroom Library Sheet

[a] All objectives were taken from the Richmond Public Schools Assessment of Teacher Performance List, Richmond, Virginia, 1975.

CHAPTER II

LEARNING SECTIONS AND AREAS

Plans and schedules for October through December are shown on pages 19 to 30 for grades one, five, and six.

Learning Sections

Phonics was the one subject selected to be programmed into individualized work sections for each child after the Botel Phonics Inventory was given and charted. Commercial and teacher-made charts were displayed in the classroom and short, quick, game-like lessons were used to involve and familiarize the children with them. The children were made aware that the charts were needed and could be handled, discussed, and studied both individually and in larger groups (up to six or eight children).

After the Botel Phonics Inventory was given to the class and marked, the children's names were listed on a Phonics Checklist Chart with phonetic elements listed at the top. After the phonics test was checked, the errors made by each child were charted and then was explained to them (see Illustration 1, page 31). Materials--phonics books that the teacher felt good about--were classified according to the

CLASSROOM DAILY SCHEDULE

October-November--1st Grade

Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00 Weekly Folder. PREPARATION	8:45-9:00 PREPARATION	8:45-9:00 PREPARATION	8:45-9:00 PREPARATION	8:45-9:00 PREPARATION
. . . . Check homework; sharpen pencils; row leaders--collect homework books.				
9:00-9:30 Pick week's helpers. INFORMATION	9:00-9:30 INFORMATION	9:00-9:30 INFORMATION	9:00-9:30 INFORMATION	9:00-9:30 INFORMATION
Days of week, seasons, months, etc.; copy four of the ten sentences on board; keep up with weather chart.				
9:30-10:00 MATH	9:30-10:00 MATH	9:30-10:00 MATH	9:30-10:00 MATH	9:30-10:00 MATH Test
Using counters and number line for addition and subtraction. Learning partners help each other with Math.				
10:00-10:15 BATHROOM	10:00-10:15 BATHROOM	10:00-10:15 BATHROOM	10:00-10:15 BATHROOM	10:00-10:15 BATHROOM
. . . . Line leaders take this job.				
10:15-10:30 LITERATURE	10:15-10:30 LITERATURE	10:15-10:30 LITERATURE	10:15-10:30 LITERATURE	10:15-10:30 LITERATURE
10:30-11:30 READING	10:30-11:30 READING	10:30-11:30 READING	10:30-11:30 READING	10:30-11:30 READING
. . . . . Introduce Learning Sections; follow-up of phonics; inventory needs. . . . . (1) Alphabetical order: A - J. (2) Response Card Drill--led by student. (3) Blue Book--New Sound (Open Court). (4) Dictation. (Allow time for section.) Learning partners continue to help.				
11:30-12:15 LUNCH	11:30-12:15 LUNCH	11:30-12:15 LUNCH	11:30-12:15 LUNCH	11:30-12:15 LUNCH
. . . . Helpers take jobs.				

October-November--1st Grade (Continued)

Monday	Tuesday	Wednesday	Thursday	Friday
12:15-12:30 LISTENING EXERCISES	12:15-12:30 LISTENING EXERCISES	12:15-12:30 LISTENING EXERCISES	12:15-12:30 LISTENING EXERCISES	12:15-12:30 LISTENING EXERCISES
. . . . Movement games to develop coordination and listening skills.				
12:30-1:00 PHONICS Digraphs: sh, th, wh, ch. (Allow time for sections.)	12:30-1:00 PHONICS	12:30-1:00 PHONICS	12:30-1:00 PHONICS Quiz	12:30-1:00 PHONICS Test
1:00-1:30 HANDWRITING Reading words	1:00-1:30 HANDWRITING Reading words	1:00-1:30 MUSIC Halloween songs	1:00-1:30 HANDWRITING	1:00-1:30 HANDWRITING
1:30-1:45 BATHROOM	1:30-1:45 BATHROOM	1:30-1:45 BATHROOM	1:30-1:45 BATHROOM	1:30-1:45 BATHROOM
1:45-2:15 SCIENCE Animal habitats	1:45-2:15 SOCIAL STUDIES Map skills	1:45-2:15 HEALTH Dental care	1:45-2:15 GYM relays	1:45-2:15 ART & LITERATURE
2:15-2:45 COPY HOMEWORK Pupil/teacher reviews homework with the class. (Allow time for section.)	2:15-2:45 COPY HOMEWORK	2:15-2:45 COPY HOMEWORK	2:15-2:45 COPY HOMEWORK	2:15-2:45 QUIET TIME Independently finishing up week's work in folder and time to finish section. (Allow time for section.)
2:45-3:00 CLEAN UP	2:45-3:00 CLEAN UP	2:45-3:00 CLEAN UP	2:45-3:00 CLEAN UP	2:45-3:00 CLEAN UP
. . . . Helpers take jobs.				

CLASSROOM DAILY SCHEDULE

October-November--5th Grade

Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:05 PREPARATION: Coats; pencils; get out homework; music	8:45-9:05	8:45-9:05	8:45-9:05	8:45-9:05
9:05-9:20 COLLECT HOMEWORK	9:05-9:20 COLLECT HOMEWORK	9:05-9:20 COLLECT HOMEWORK	9:05-9:20 COLLECT HOMEWORK	9:05-9:20 COLLECT HOMEWORK
9:20-9:45 SPELLING Introduce	. . . . TEAMING . . . . Children rotate--spending 50 minutes in each team room.			
9:45-10:00 PHONICS	9:30-10:20 MATH	9:30-10:20 SOCIAL SCIENCE	9:30-10:20 READING	9:45-10:00 PHONICS Test
10:00-11:00 MATH	10:25-11:15 SOCIAL SCIENCE	10:25-11:15 MATH	10:25-11:15 READING	10:00-11:00 MATH Test
11:00-11:10 BATHROOM & WATER	11:15-12:05 MATH	11:15-12:05 SOCIAL SCIENCE	11:15-12:05 READING	11:00-11:10 BATHROOM & WATER
11:10-11:45 LITERATURE	12:05-12:30 BATHROOM & WATER (Creative Dramatics) EXERCISES	12:05-12:30 BATHROOM & WATER (Creative Dramatics) EXERCISES	12:05-12:30 BATHROOM & WATER (Creative Dramatics) EXERCISES	11:10-11:45 LITERATURE & HANDWRITING Test
11:45-12:30 READING				11:45-12:30 READING Test
12:30-12:45 COPY HOMEWORK	12:30-12:45 COPY HOMEWORK	12:30-12:45 COPY HOMEWORK	12:30-12:45 COPY HOMEWORK	12:30-12:45 COPY HOMEWORK

Homework assignments consist of regularly scheduled--missed work--because of the teaming.

October-November--5th Grade (Continued)

Monday	Tuesday	Wednesday	Thursday	Friday
12:45-1:00 DISCUSS & REVIEW HOMEWORK	12:45-1:00 DISCUSS & REVIEW HOMEWORK	12:45-1:00 DISCUSS & REVIEW HOMEWORK	12:45-1:00 DISCUSS & REVIEW HOMEWORK	12:45-1:00 DISCUSS & REVIEW HOMEWORK
1:00-1:30 LUNCH	1:00-1:30 LUNCH	1:00-1:30 LUNCH	1:00-1:30 LUNCH	1:00-1:30 LUNCH
1:30-2:00 LIBRARY	1:30-2:00 ENGLISH	1:30-2:00 ENGLISH	1:30-2:00 SCIENCE	1:30-2:00 TEST
2:00-2:30 SOCIAL STUDIES	2:00-2:30 SOCIAL STUDIES	2:00-2:30 SCIENCE	2:00-2:30 REVIEW	2:00-2:30 TEST/DANCING
2:30-3:00 SOCIAL STUDIES MAP SKILLS	2:30-3:00 HEALTH	2:30-3:00 SCIENCE	2:30-3:00 GYM	2:30-3:00 LITERATURE/DANCING

. . . . CLEAN UP . . . .

CLASSROOM DAILY SCHEDULE

October-November--6th Grade

Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:15 PRE-CLASSWORK Reading and thinking skills; check homework; collect lunch money; etc.	8:45-9:15 PRE-CLASSWORK	8:45-9:15 PRE-CLASSWORK	8:45-9:15 PREPARATION Hang up coats; sharpen pencils; collect homework.	8:45-9:15 PRE-CLASSWORK (Monday to Wednesday procedure)
9:30-11:00 READING Individual children went to phonics section during teacher-directed lesson.	9:30-9:45 PENMANSHIP	9:30-9:45 PENMANSHIP	9:00-9:45 ART	9:15-9:30 ORALLY REVIEW PRE-CLASSWORK
	9:45-10:30 SCIENCE	9:45-10:30 SCIENCE	9:45-11:15 READING	9:30-9:45 PENMANSHIP
11:00-11:15 BATHROOM & WATER	10:30-12:00 READING Individual children went to phonics section during the teacher-directed lesson.	10:30-12:00 READING	11:15-12:00 ?	9:45-10:30 SCIENCE
11:15-11:45 SPELLING Introduce			12:00-12:40 SPELLING Pre-test; Charting; student directed activity; student reviews vocabulary list--for pronounciation and meaning. Pre-test is then given to entire class by teacher.	10:30-12:00 READING Test
11:45-12:40 MATH	12:00-12:40 SPELLING Sentences	12:00-12:40 SPELLING Dictionary		12:00-12:40 SPELLING Test
12:45-1:30 LUNCH	12:45-1:30 LUNCH	12:45-1:30 LUNCH	12:45-1:30 LUNCH	12:45-1:30 LUNCH

October-November--6th Grade (Continued)

Monday	Tuesday	Wednesday	Thursday	Friday
1:30-2:15 LANGUAGE ARTS	1:30-2:15 MATH	1:30-2:15 MATH	1:30-2:15 MATH	1:30-2:15 TEST
2:15-2:45 PENMANSHIP	2:15-2:45 SOCIAL STUDIES Independent study	2:15-2:45 SOCIAL STUDIES and current events.	2:15-2:45 LITERATURE	2:15-2:45 WRITTEN EXPRESSION/ HEALTH
2:45-3:00 COPY HOMEWORK, PREPARE FOR DISMISSAL	2:45-3:00 COPY HOMEWORK, PREPARE FOR DISMISSAL	2:45-3:00 COPY HOMEWORK, PREPARE FOR DISMISSAL	2:45-3:00 COPY HOMEWORK, PREPARE FOR DISMISSAL	2:45-3:00 COPY HOMEWORK, PREPARE FOR DISMISSAL Select helpers for following week; desk checkers check desks.

NOTE: During the last two weeks of November, groups of children were sent to the learning area to complete designated activity during the course of the day, in conjunction with the phonics section.

Every other Wednesday children went to the library for research projects and independent study.

CLASSROOM DAILY SCHEDULE

December--1st Grade

Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00 PREPARATION	8:45-9:00 PREPARATION	8:45-9:00 PREPARATION	8:45-9:00 PREPARATION	8:45-9:00 PREPARATION
. . . . Homework checked and reviewed by pupil teacher				
9:00-9:30 Select weekly helpers. HANDWRITING	9:00-9:30 HANDWRITING	9:00-9:30 HANDWRITING	9:00-9:30 HANDWRITING	9:00-9:30 HANDWRITING
. . . . . . Information--seven sentences to read and copy.				
9:30-10:00 MATH	9:30-10:00 MATH	9:30-10:00 MATH	9:30-10:00 MATH	9:30-10:00 MATH Test
Two groups--one group teacher directed; one group pupil directed.				
10:00-10:15 BATHROOM	10:00-10:15 BATHROOM	10:00-10:15 BATHROOM	10:00-10:15 BATHROOM	10:00-10:15 BATHROOM
. . . . Pupil line leaders.				
10:15-10:30 LITERATURE	10:15-10:30 LITERATURE	10:15-10:30 LITERATURE	10:15-10:30 LITERATURE	10:15-10:30 LITERATURE
. . . . Charlotte's Web				
10:30-11:30 READING	10:30-11:30 READING	10:30-11:30 READING	10:30-11:30 READING	10:30-11:30 READING
Three groups rotate: (1) Anagrams and response cards--student directed. (2) New Sound and Blue Book--teacher directed. (3) Independent reading--Open Court Literature Books--independent. Allow time for sections.				
11:30-12:15 LUNCH	11:30-12:15 LUNCH	11:30-12:15 LUNCH	11:30-12:15 LUNCH	11:30-12:15 LUNCH
12:15-12:30 HEALTH Basic four.	12:15-12:30 HEALTH Bulletin board and booklet formed	12:15-12:30 SOCIAL STUDIES Foods of America	12:15-12:30 GYM Exercises	12:15-12:30 MUSIC Seasonal songs and activities

December--1st Grade (Continued)

Monday	Tuesday	Wednesday	Thursday	Friday
12:30-1:00 PHONICS	12:30-1:00 PHONICS	12:30-1:00 PHONICS	12:30-1:00 PHONICS	12:30-1:00 PHONICS
Rotate groups. Drill and activities based on sounds in Open Court Reading Series. (Allow time for sections.)				
1:00-1:30 HANDWRITING	1:00-1:30 HANDWRITING	1:00-1:30 HANDWRITING	1:00-1:30 HANDWRITING	1:00-1:30 HANDWRITING
Pupil/teacher directed. Words and sentences from Open Court Reading Series.				
1:30-1:45 BATHROOM	1:30-1:45 BATHROOM	1:30-1:45 BATHROOM	1:30-1:45 BATHROOM	1:30-1:45 BATHROOM
1:45-2:30 SCIENCE	1:45-2:30 SCIENCE	1:45-2:30 SCIENCE	1:45-2:30 SCIENCE	1:45-2:30 SCIENCE
Project--Animals. Four Group Pupil-directed Rotation: (1) Art (2) Library (3) Dittoed worksheet (4) Experience story Clean up. Teacher directed.				Evaluation--worksheet.
2:30-2:50 COPY HOMEWORK	2:30-2:50 COPY HOMEWORK	2:30-2:50 COPY HOMEWORK	2:30-2:50 COPY HOMEWORK	2:30-2:50 COPY HOMEWORK
. . . . Pupil teacher reviews.				
2:50-3:00 CLEAN UP	2:50-3:00 CLEAN UP	2:50-3:00 CLEAN UP	2:50-3:00 CLEAN UP	2:50-3:00 CLEAN UP
. . . . Helpers take their jobs.				CREATIVE DRAMATICS

CLASSROOM DAILY SCHEDULE

December--5th Grade

Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:05 PREPARATION	8:45-9:05 PREPARATION	8:45-9:05 PREPARATION	8:45-9:05 PREPARATION	8:45-9:05 PREPARATION
. . . . Coats, pencils, get out homework, music				
9:05-9:20 COLLECT HOMEWORK	9:05-9:20 COLLECT HOMEWORK	9:05-9:20 COLLECT HOMEWORK	9:05-9:20 COLLECT HOMEWORK	9:05-9:20 COLLECT HOMEWORK
9:20-9:45 SPELLING Introduce	9:20-9:30	9:20-9:30	9:20-9:30	9:20-9:45 SPELLING Test
	PREPARATION FOR ROTATION OF MATH GROUPS			
9:45-10:00 PHONICS	9:30-10:00 ROTATING MATH GROUPS	9:30-10:00 ROTATING MATH GROUPS	9:30-10:00 ROTATING MATH GROUPS	9:45-10:00 PHONICS Test
10:00-11:00 MATH	(1) Drill, (2) Textbook, (3) Vocabulary			10:00-11:00 MATH Test
11:00-11:10 BATHROOM & WATER	10:00-10:30	10:00-10:30	10:00-10:30	11:00-11:10 BATHROOM & WATER
	ROTATE WITHIN CLASSROOM--STUDENT TEACHERS WITH TEACHER-PLANNED LESSONS			
	10:30-11:00 BATHROOM	10:30-11:00 BATHROOM	10:30-11:00 BATHROOM	
11:10-11:45 LITERATURE	11:00-12:00 SPELLING	11:00-12:00 PHONICS	11:00-12:00 DICTIONARY	11:10-11:45 LITERATURE & HANDWRITING Test
11:45-12:30 READING	12:00-12:45 HANDWRITING	12:00-12:45 HANDWRITING	12:00-12:45 HANDWRITING	11:45-12:30 READING Test
12:30-12:45 COPY HOMEWORK	12:45-1:00 COPY HOMEWORK	12:45-1:00 COPY HOMEWORK	12:45-1:00 COPY HOMEWORK	12:30-12:45 COPY HOMEWORK

December--5th Grade (Continued)

Monday	Tuesday	Wednesday	Thursday	Friday
12:45-1:00 DISCUSS & REVIEW HOMEWORK	1:00-1:30 LUNCH	1:00-1:30 LUNCH	1:00-1:30 LUNCH	12:45-1:00 DISCUSS & REVIEW HOMEWORK
1:00-1:30 LUNCH	1:30-2:45 ENGLISH	1:30-2:45 ENGLISH	1:30-2:45 ENGLISH	1:00-1:30 LUNCH
1:30-2:00 LIBRARY	Three Groups: (1) Grammar, (2) Sentence Structure, (3) Literature (Reading Comprehension)			1:30-2:00 LIBRARY
2:00-2:30 SOCIAL STUDIES Map Skills	2:45-3:05 CREATIVE DRAMATICS	2:45-3:05 CREATIVE DRAMATICS	2:45-3:05 CREATIVE DRAMATICS	2:00-2:30 SOCIAL STUDIES Map Skills
2:30-3:00				2:30-3:00

SINCE ALL INDIVIDUAL NEEDS CANNOT BE COVERED DURING TOTAL CLASS GROUPING, IT WAS NECESSARY TO ESTABLISH AN AREA COVERING THE NEEDED READING SKILLS. LISTED BELOW ARE THE AREAS COVERED IN THE INDIVIDUAL WORK AREA. HERE CHILDREN MAY WORK INDIVIDUALLY OR WITH A PARTNER.

READING SKILLS:

RECOGNIZING	AND	UNDERSTANDING WORDS
↓		↓
Sight Words		Word Analysis Skills
↓		↓
Vocabulary		Vocabulary Development

(1) Context Clues/Phonics Analysis
(2) Dictionary Skills
(3) Structural Analysis
(4) Oral Reading Skills

RECOGNIZING AND UNDERSTANDING IDEAS:

COMPREHENSION SKILLS

RECEPTIVE READING

CLASSROOM DAILY SCHEDULE

December--6th Grade

Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:15 PRE-CLASSWORK Reading and thinking skills; check homework; collect lunch money; etc.	8:45-9:15 PRE-CLASSWORK	8:45-9:15 PRE-CLASSWORK	8:45-9:00 PREPARATION Hang up coats; sharpen pencils; collect homework.	8:45-9:15 PRE-CLASSWORK Reading and thinking skills; check homework; collect lunch money; etc.
9:15-9:30 ORALLY REVIEW PRE-CLASSWORK AND PREVIOUS NIGHT'S ASSIGNMENT	9:15-9:30	9:15-9:30	9:00-9:45 ART	9:15-9:30 ORALLY REVIEW PRE-CLASSWORK
9:30-10:30 MATH	9:30-9:45 PENMANSHIP	9:30-9:45 PENMANSHIP	9:45-10:30 MATH	9:30-9:45 PEHMANSHIP
	9:45-10:30 SCIENCE	9:45-10:30 SCIENCE		9:45-10:30 SCIENCE
10:30-12:30 READING	10:30-12:30 READING	10:30-12:30 READING	10:30-12:30 READING	10:30-12:30 READING

Area #1--Self-directed activities: (1) SRA, (2) Reading and thinking skills, (3) Phonics, (4) Telephone directory, and (5) Dictionary.

Area #2--Student-directed Reading from text book, plus Comprehension Exercises.

Area #3--Student-directed Spelling activity.

Area #4--Teacher-directed Reading Experience Stories.

DIRING THE READING PERIOD, GROUPS OF CHILDREN WERE SENT TO THE BATHROOM WITH A GROUP LEADER IN CHARGE.

Monday	Tuesday	Wednesday	Thursday	Friday
12:30-12:45 . . . . CLEAN UP; REPLENISH SUPPLIES FOR NEXT DAY; PREPARE FOR LUNCH.	12:30-12:45	12:30-12:45	12:30-12:45	12:30-12:45
12:45-1:30 LUNCH	12:45-1:30 LUNCH	12:45-1:30 LUNCH	12:45-1:30 LUNCH	12:45-1:30 LUNCH

December--6th Grade (Continued)

Monday	Tuesday	Wednesday	Thursday	Friday
1:30-2:15 LANGUAGE ARTS	1:30-2:15 MATH	1:30-2:15 MATH	1:30-2:15 LANGUAGE ARTS	1:30-2:15 MATH Test
2:15-2:45 HEALTH/LITERATURE (Every other week)	2:15-2:45 SOCIAL STUDIES	2:15-2:45 SOCIAL STUDIES	2:15-2:45 WRITTEN EXPRESSION	2:15-2:45 MUSIC/CREATIVE DRAMATICS
2:45-3:00 COPY HOMEWORK; PREPARE FOR DISMISSAL	2:45-3:00 COPY HOMEWORK; PREPARE FOR DISMISSAL	2:45-3:00 COPY HOMEWORK; PREPARE FOR DISMISSAL	2:45-3:00 COPY HOMEWORK; PREPARE FOR DISMISSAL	2:45-3:00 COPY HOMEWORK; PREPARE FOR DISMISSAL; SELECT HELPERS; CHECK DESKS

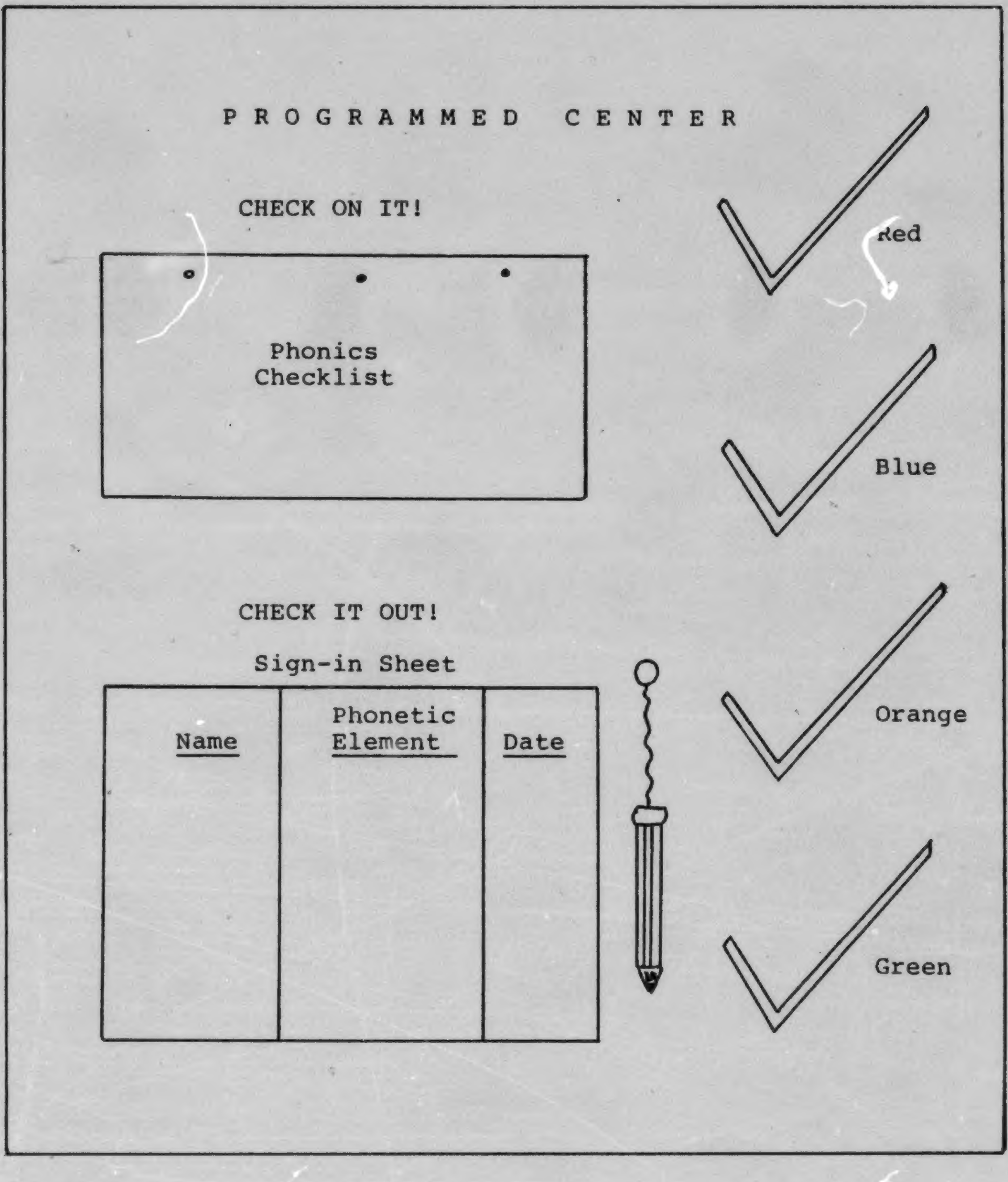

PROGRAMMED CENTER
CHECK ON IT!
Phonics Checklist
CHECK IT OUT!
Sign-in Sheet
Name
Phonetic Element
Date
Red
Blue
Orange
Green

Illustration 1

Phonics Checklist

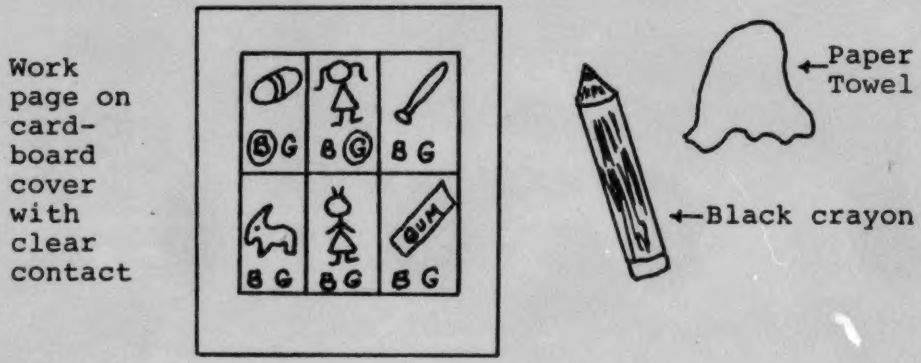
This was posted on a bulletin board or wall in the classroom.

phonetic elements listed by the Botel and correlated with the phonics charts in each section. Therefore, during his free time, the child could move to a section, check the chart, complete the activity within two to ten minutes, get the activity checked by the teacher, and clean up.

Thus, the children learned to move from one point to another within the classroom. Although the teacher was working with the majority of the class she was aware that those individual children out of their seats were working on a constructive activity in a particular section of the room and could see exactly where they were and what they were doing.

Procedures

1. Check phonics checklist in the programmed center (see Chart 2 and the Botel Phonics Inventory in Chapter VI).
2. Check your area of errors.
3. Go to that section within the room or select a scroll according to the color code (as needed by colored bead. Scrolls are rolled up and standing in an umbrella rack).
4. Go over and review the chart which displays all the phonetic elements in that particular section.
5. Get a magic slate, black wax crayon, and a paper towel.


Work page on cardboard cover with clear contact
B G
B G
B G
B G
B G
GUM
B G
Paper Towel
Black crayon

6. Complete the worksheet.
7. Go to the programmed center and wait to get your activity checked by the teacher.
8. Clean up and sign in.

SIGN-IN SHEET

Name	Phonetic Element	Date

Learning Areas

The learning area was an actual outgrowth from a formal lesson taught to the class. To prepare the children, a poem by Aileen Fisher, "Fall," was read to the class and discussed (all the signs of Fall).[1] The teacher specifically turned the discussion to talk about the plants in their environment--particularly weeds--and how Fall affects these plants. The following assignment was given as homework with directions thoroughly explained:

> Homework--observe the weeds growing in fields. lots, or other open areas where plants grow wild. Select at least three kinds for picking; look at their size, shape, color, texture, and length. Pull from the roots and place the bottom part in a plastic bag to avoid making a mess. Think before selecting. Bring them to school.

The following day the weeds were displayed on the child's own desk and they were told to observe their plants carefully and think of some words that would describe them. The teacher formulated an adjective chart to classify the description words with the headings--size, shape, color, texture, length--to be used in a later English lesson.

---

[1] Aileen Fisher, "Fall," in _V is Verses_ by Odille Ousley (New York: Ginn and Company, 1974).

ADJECTIVE CHART

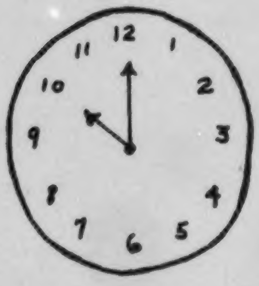
Words that Describe

Size	Shape	Color	Texture	Length

Manilla construction paper was passed out, 12" x 18", and the children were told to fold it and print their name in the lower right-hand corner. They were then told to place all plants but one in the folder. This one plant they were to replace in the plastic bag for a later lesson and put it back in their desk. It was then explained that the folder was to be pressed between books to take the moisture out of the plants, which would take about one week. The folders were collected according to rows and stored in the bookcase with heavy books on top.

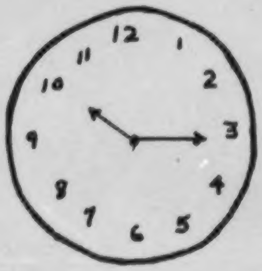
The next lesson was a tactile experience involving the one plant which was left in the plastic bag. The children were told to look at their plant carefully. Then we distributed newspapers, watercolors, 12" x 18" white construction paper, and water in cups. Now the children were ready to paint their plant in water colors. As these

PROCEDURE CHART


12
1
2
3
4
5
6
7
8
9
10
11

Watch Your Time

1. After work has been checked and you have at least 15 minutes before the lesson is over, you may go to the learning area.
2. Remember to sign in.
3. Get needed materials.
4. Work quietly.


12
1
2
3
4
5
6
7
8
9
10
11

Time to Stop

The teacher will tell you what to do with your finished work.

paintings dried, the children reviewed the Adjective Chart and selected one word from each of the five categories which described their particular plant. The children were then prepared for the actual Learning Area.

The Learning Area was in a particular section of the room consisting of a table and space for no more than four children at one time. The Adjective Chart, Procedure Chart, and materials were near by. This activity consisted of creating a nature collage. The teacher reviewed all procedures with the entire class before the initial activity took place.

Materials

Sign-in sheet and pencil.
Newspaper.
Elmer's glue.
Water.
Paper cups.
Large paint brushes.
Wastepaper basket.
8" x 12" white construction paper.
Paper towels.
Pencils.
Dried leaves.
Procedure Chart.
Adjective Chart.

Procedures (to be gone over by student teacher)

Sign in--name and date.

Review Adjective and Procedure Chart (student teacher).

Pass out materials to each child (newspaper, paste, paper, pencil, paper towel).

One child at a time goes to the bookcase and, according to his or her row, selects his leaf folder.

Child puts name on lower right-hand corner of construction paper and arranges his plants in a design or pattern.

Child puts paint brush in the water-glue solution and paints over one plant at a time, completely covering the plant so that it will stick to the paper. Allow it to dry.

While design is drying, clean up (throw out all excess plants and leaves, plant folder. Collect materials, wash paint brushes, fold up clean newspapers for next group).

If time remains, children get a book on plants and read quietly to themselves. Return to seat when directed.

CHAPTER III

LEARNING CENTERS

During the month of January there was an overall change in scheduling, still gradually directing the class toward total openness. Letters, which included pictures of each teacher, were sent to each class as a springboard to the Learning Centers.

This was an introduction of self, the interest the teachers carried toward the project, and an indication of future plans for the children. Learning Centers gave the children a little more responsibility and control over their learning progress. The morning schedules of each class remained the same. Table 3 contains the group's roster for the afternoon, based on the Pen Pal List (Writing Center--Lesson 6). It should be noted that this was all student directed, while the teacher acted only as a supervisor.

Table 3

Group's Roster
1:30-3:00 p.m.

	Centers			
	Reading	Writing	Water Cycle	Africa
First Week	Group 1	Group 2	Group 3	Group 4
Second Week	Group 2	Group 3	Group 4	Group 1
Third Week	Group 3	Group 4	Group 1	Group 2
Fourth Week	Group 4	Group 1	Group 2	Group 3

LESSON PLANS FOR THE WATER CYCLE CENTER

Tuesday	Wednesday	Thursday	Friday
1:30-1:40 READING Student teacher will read and review the introduction to the center (Lesson 1).	1:30-1:40 LITERATURE Student teacher will lead the group in choral speaking "Sound of Water" (Lesson 1).	1:30-1:50 READING Answer questions on filmstrip from Wednesday (Lesson 3).	1:30-2:00 TEST Make a diagram of the water cycle. Take vocabulary test (Lesson 6).
1:40-1:50 LITERATURE Student teacher will lead the group in choral speaking. "Sound of Water" (Lesson 2).	1:40-2:15 SCIENCE Show filmstrip from "Our Environment" kit (Lesson 3).	1:50-2:45 ART Construct the diagram of the water cycle (Illustration 3).	2:00-2:45 SCIENCE Read procedure for making your hygrometer. Complete this experiment (Lesson 7).
1:50-2:45 SCIENCE Student teacher will pass out Water Cycle Activity Sheet (Illustration 2). Discuss with group the water cycle using the large diagram (Illustration 3). Complete the exercise found after the Water Cycle Activity Sheet (Illustration 2), called "Student Activity Sheet."	2:15-2:45 ENGLISH Play word game (Lesson 4). Then pass out word puzzles to be put together (Lesson 5).		
2:45 CLEAN UP			

WATER CYCLE CENTER

Lesson 1--Water Cycle

Snow that falls in the Antartic may stay for hundreds of years, but in most places snow melts and becomes liquid water. The water evaporates into water vapor. The water vapor condenses back into a liquid or solid. Around and around, the earth's water keeps changing its state. These changes of state are called the water cycle.[1]

Illustration 2 shows how this cycle repeats itself and also contains an activity sheet.

Lesson 2--Sound of Water

The sound of water is described by the words:

Rain
Lap
Fold
Slap
Gurgle
Splash
Churn
Crash
Pour
Ice
Ripple
Roar
Plunge
Drip
Spout
Slip
Sprinkle
Murmur
Flow
Snow

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[1] Jeanette Quinn and Elaine Carty, "An Experimental Science Project with the Open Classroom Approach Based on the Philadelphia Primary Science Guide," copyrighted 1973.

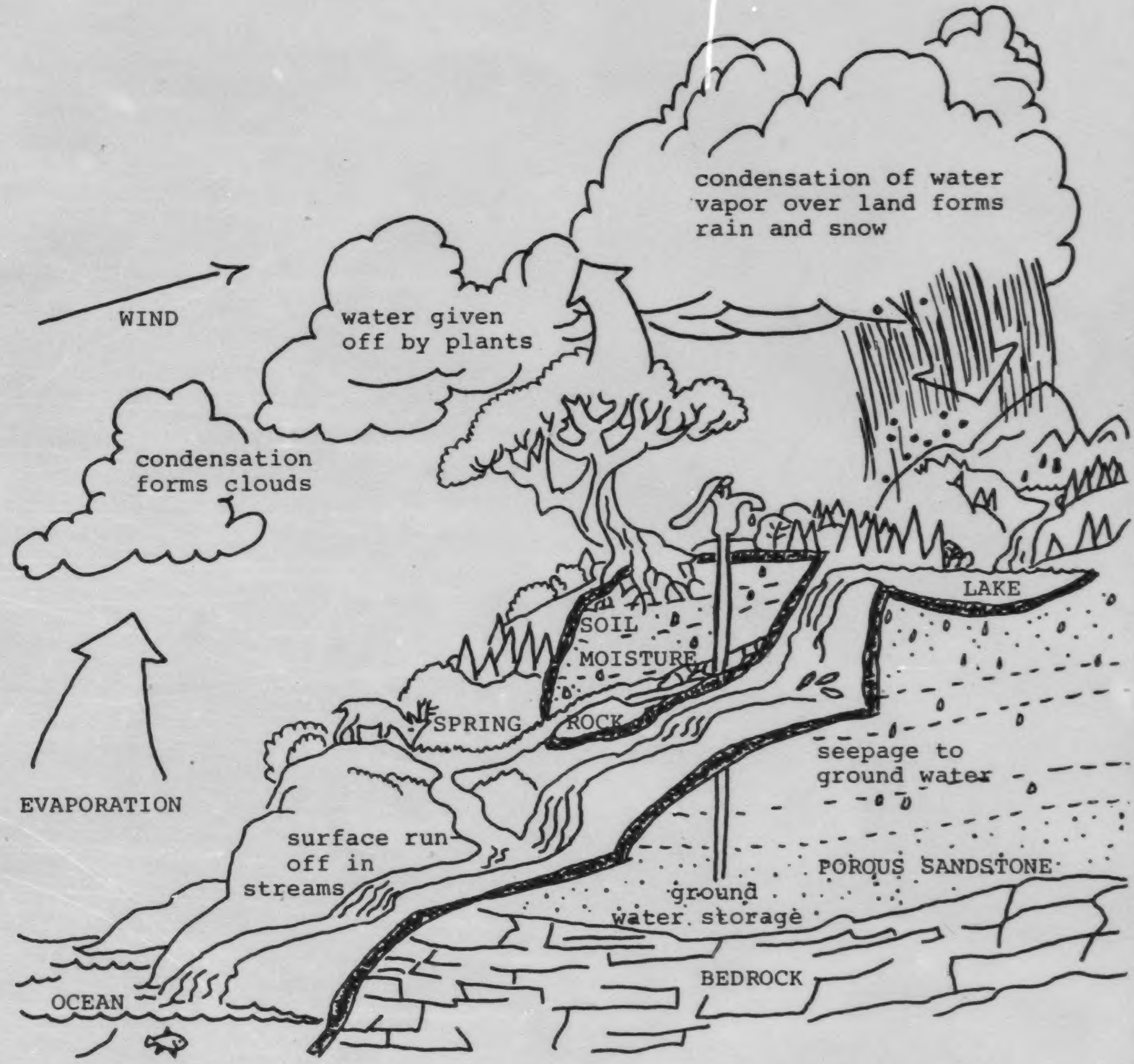

condensation of water vapor over land forms rain and snow
WIND
water given off by plants
condensation forms clouds
EVAPORATION
SOIL MOISTURE
SPRING
ROCK
LAKE
seepage to ground water
surface run-off in streams
POROUS SANDSTONE
ground water storage
BEDROCK
OCEAN

Illustration 2

Water Cycle
Activity Sheet

Illustration 2 (Continued)

Student Activity Sheet

1. Put an X against the place that water comes from in the form of rain.

2. Color the plant green that sends water back to the cloud.

3. Clouds are formed by ________________.

4. __________ of water vapor over land forms __________ and ____________.

5. What is evaporation? ______________________________

6. Put an X on the highest point on the land that water comes from. The white stuff is ________. What happens when this melts? __________________________

7. Color the animal red. This is a ______________.

8. Write on the back how a stream is formed.

9. Put a circle around the place where water is stored in the earth. Explain on the back why this is like a bank.

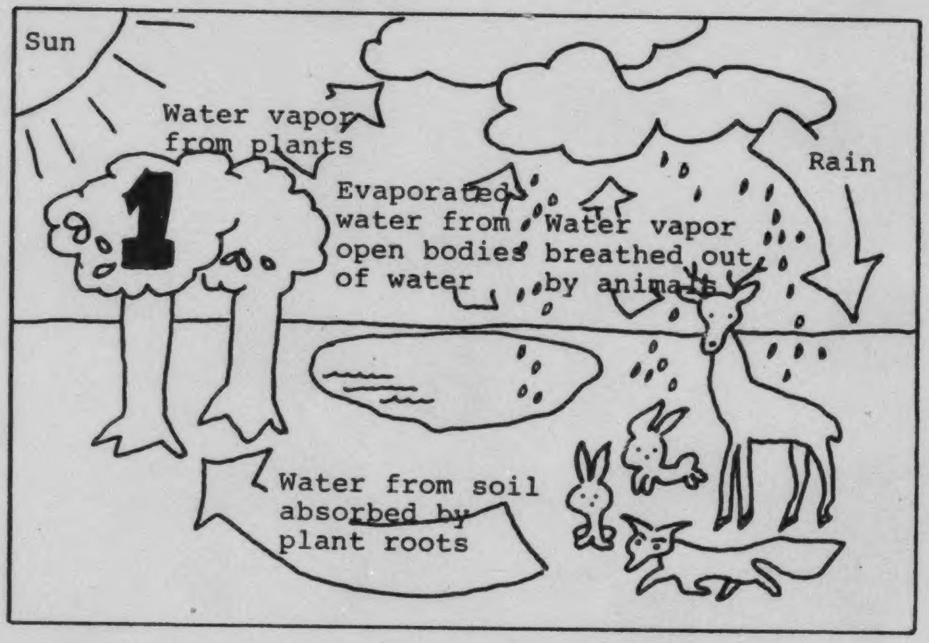
10. Mark with arrows how water gets to the ocean.

11. Mark with a red line the instrument that provides us with drinking water from underground.

12. On the back list ways in which we can stop pollution.

Lesson 3--Pollution

The continuing changes in form and location of the earth's water is called the water cycle. Water pollution has become such a serious problem that we are being forced to look at the water cycle in new ways.


Sun
Water vapor from plants
1
Evaporated water from open bodies of water
Water vapor breathed out by animals
Rain
Water from soil absorbed by plant roots

Below are five descriptions of conditions affecting the water cycle. Indicate where each of the problem conditions could be in the picture. Using a crayon, mark each problem condition with a large numeral the same as the numeral by the description given. The numeral "1" has been drawn over the trees to indicate the condition in the first description. Mark the picture with other numerals to indicate conditions matching the other four descriptions.

1. The trees died because too many harmful chemicals were in the water that the roots took from the soil. Therefore, water vapor could no longer evaporate from the leaves of the tree.
2. New housing and industrial developments have disturbed the normal passage of water through the ground.

3. Rain gathers air pollutants as it falls. When rain enters the pond, the water in the pond becomes polluted.

4. Radioactive materials from A-bomb tests fall in the rain and are taken in with the grass eaten by the deer and other animals. The meat from them is harmful to anyone who eats it.

5. Clouds of pollutants in the air cut down the energy from the sun reaching the pond and reduce the amount of water evaporated from the pond.[2]

Lesson 4--Water Cycle Word Game

The words and definitions of the water cycle are displayed in a pocket chart.

PULL	to use force in order to draw near
HUMIDITY	the water vapor that remains in the air
GRAVITY	the force of the earth that holds things down

Procedure

1. Student teacher reviews all words and definitions in pocket chart with the group.
2. Student teacher passes out all the words to the group, learning the definitions in the pockets.

---

[2] "Our Environment Kit" from A. J. Nystrom and Company, Instructional Dynamics Company, New York, filmstrip, cassette, and study print.

3. One at a time the children are called upon to match their word to the same word found on the Water Cycle Diagram and pin it there.
4. Definition cards are passed out by the student teacher to members of both teams.
5. One at a time children match their definition to the appropriate word on the diagram and pins the definition there.
6. Children alternate turns according to teams.
7. Children receive one point for each correct answer.
8. Team scoring the highest amount of points wins.

Lesson 5--Water Cycle Vocabulary

1. Transpiration--the way plants put water back into the atmosphere.
2. Water vapor--invisible water suspended in air.
3. Surface water--bodies of water which can be seen, such as a lake, river, ocean, or pond.
4. Atmosphere--the air that surrounds the earth.
5. Clouds--small or large amounts of collected water vapor.
6. Pull--to use force in order to draw near.
7. Precipitation--the falling rain, snow, hail, sleet, or dew.
8. Condensation--the cooling off of water vapor.

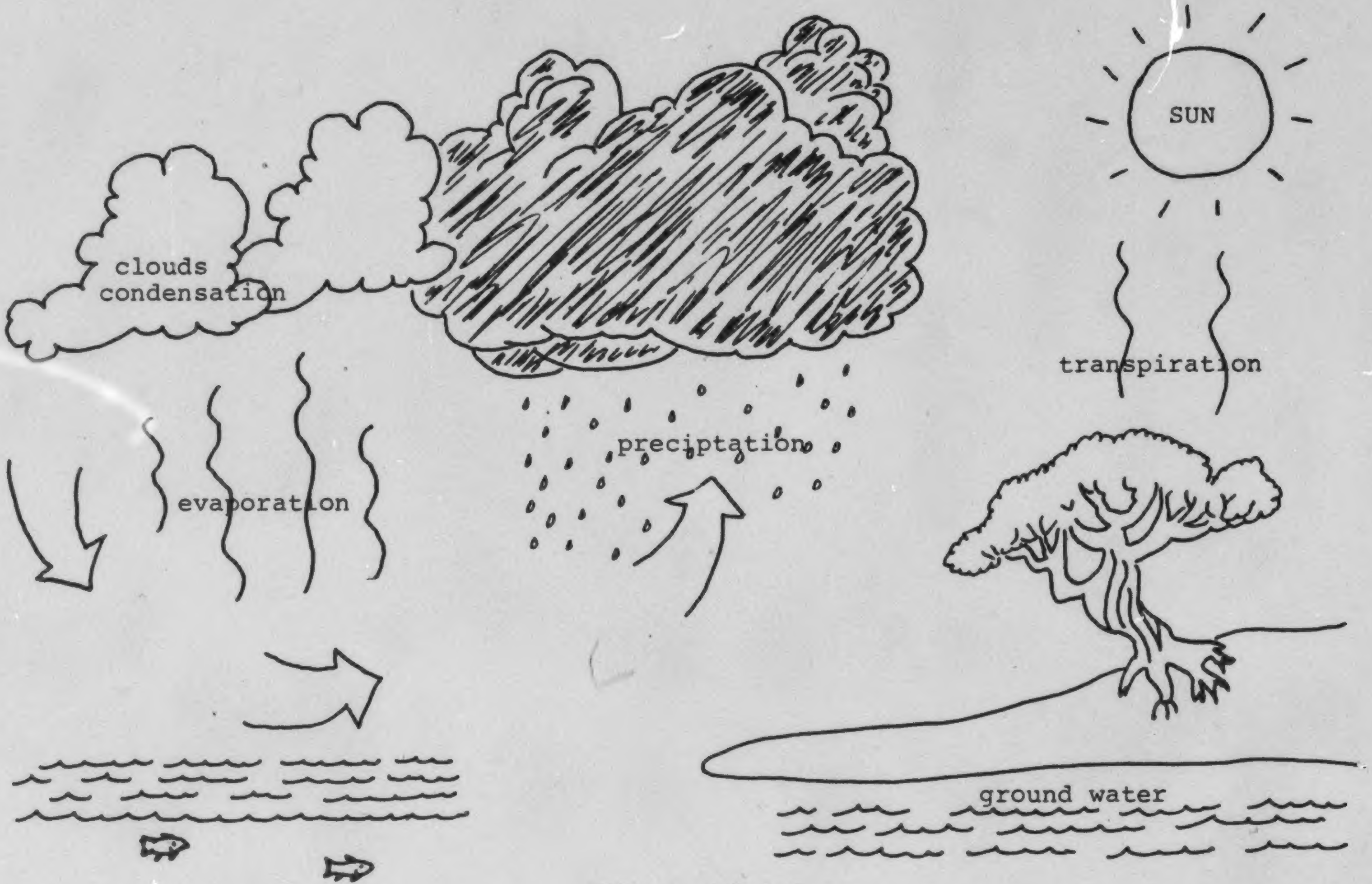

SUN
clouds
condensation
transpiration
evaporation
preciptation
ground water

Illustration 3

Water Cycle Diagram

9. Evaporation--to change from a liquid into water vapor.
10. Ground water--the water which is held under the ground.
11. Gravity--the force of the earth that holds things down.
12. Humidity--that water vapor that remains in the air.

Lesson 6--Word and Definition Test

Match the definition with the correct vocabulary word.

Transpiration	Air that surrounds Earth
Atmosphere	Amounts of collected water vapor
Precipitation	Cooling off of water vapor
Water vapor	To vanish from a water body to form vapor
Clouds	Water when held below the ground
Evaporation	The falling rain, snow, hail, sleet, or dew
Condensation	The way plants put water back into the atmosphere
Ground water	Invisible water suspended in the air
Humidity	The force of the earth that holds things down

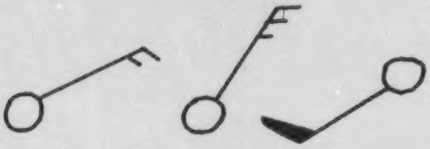
Lesson 7--Procedure for Experiment: Hygrometer[3]

On the Weather Map

Weather maps do not describe clouds, but these symbols on a map tell about the appearance of the sky:

○ clear
◔ 1/4 cloudy
◑ 1/2 cloudy
◕ 3/4 cloudy
● completely cloudy

What do you think these symbols on a weather map mean?



Measuring the Moisture in Air

Knowing the moisture, or humidity, of the air helps us to forecast the weather. A rise in humidity often comes before cloudy weather and rain or snow.

We cannot see invisible water vapor, but we can measure it with a hygrometer, an instrument that measures humidity.

---

[3] Herman Schneider and Nina Schneider, Science in Our World with Process Blocks (Lexington, Massachusetts: D. C. Heath and Company, 1973).

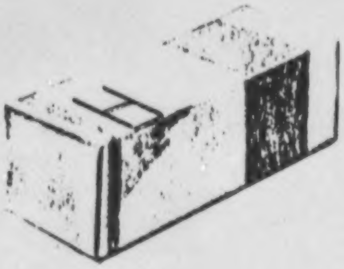
There are several kinds of hygrometers. The most interesting kind is the one that uses human hair. Moist air causes hair to become slightly longer. When the hair dries, it becomes shorter. These changes in size cause a pointer to move on a dial.

You can make a hair hygrometer yourself.

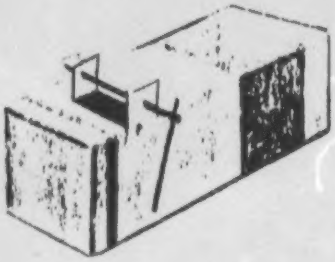
Making a Hygrometer

You will need a milk carton, a penny, a needle, a broom straw two inches long, a paper clip, plastic tape, nail polish, a card, four thumbtacks, and a long, clean, washed hair.

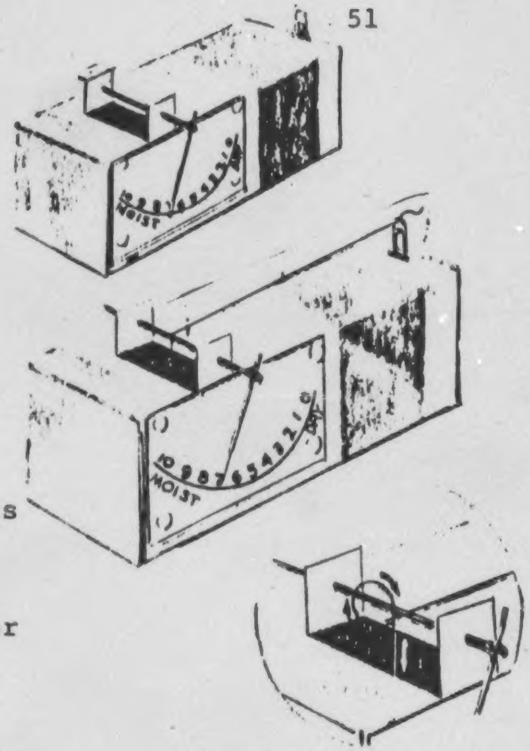
1. Prepare a carton like this. Cut an "H" near one end and bend up the two tabs. Make a hole in each with your needle and twist the needle until it can move freely in the holes.



2. Push one end of the broom straw into the eye of the needle. Fasten it with a dab of nail polish. Make a card like the one in the picture and attach it with thumbtacks.

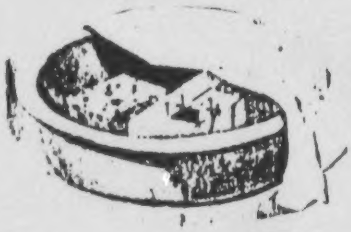


3. Cut a slit at the far end of the



carton and put a paper clip almost all the way in. Fasten the clip securely inside with plastic tape.

4. Tie one end of the hair to the clip in the end of the carton. Tie the other end to another clip. Slide the penny into this clip.
5. Put the needle and straw pointer in place. Pass the end of the hair with the penny under and around the needle. Let the penny hang inside the carton, through the slot. The weight of the penny will keep the hair tight.



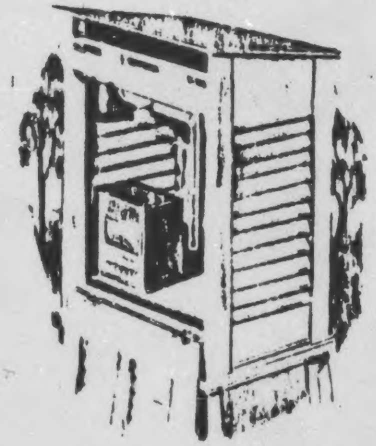
Now your hygrometer is finished. In damp air the hair becomes a tiny bit longer, causing the needle to turn. The needle moves the straw pointer toward the higher numbers on the card. In dry air the hair shrinks, moving the pointer toward the lower numbers.

To set your hygrometer, put it in a basin with a damp sponge close by, but not on it. Use a damp towel as a cover. Leave it for about ten minutes, and then take off the towel and immediately set the pointer to the number ten. Why did you set the pointer to such a high number?

Carry your hygrometer to a place where it will not be touched or shaken.

Let it stay a while. What happens? Does the pointer move? Read the scale at different times during the day. What are some readings? Wait for a damp or stormy day. Does the pointer move to a different number on a dry day?

A human hair is also used in this weather station hygrometer. It works the same way your does.



To use your hygrometer as part of a weather station, you would have to keep it outdoors in a protected place. (Why not indoors?) A weather shed is a good place to keep your weather instruments.

LESSON PLANS FOR THE READING CENTER

Tuesday	Wednesday	Thursday	Friday
1:30-1:40 READING Student teacher directs children in oral recitation of the fable (Lesson 1).	1:30-1:40 READING	1:30-1:40 READING	1:30-1:40 READING Gold Book, p. 75.
1:40-1:50 PHONICS Follow phonics procedure and have page checked (Lesson 2--Procedure). Refer to Chapter II, Learning Sections and Areas.	1:40-1:50 PHONICS	1:40-1:50 PHONICS	1:40-1:50 PHONICS
1:50-2:05 COMPREHENSION MAGIC SLATE Student teacher will pass out comprehension magic slate to each student. Using your marking pencils, complete this activity and have it checked.	1:50-2:05 COMPREHENSION MAGIC SLATE	1:50-2:05 COMPREHENSION MAGIC SLATE	1:50-2:25 READING Finish reading your story, No Roses for Harry. Complete the book report form (Lesson 7).
2:05-2:25 READING (1) Silently read experience story (Lesson 3). (2) Student teacher then directs group in oral reading of story. (3) Review questions following the story. (4) Pass out white exam paper and put on proper heading. (5) Copy questions and write an answer in complete sentences.	2:05-2:25 LISTENING COMPREHENSION Listen to the fable. Answer questions on rexographed sheets in complete sentences (Lesson 5).	2:05-2:25 INDEXING Student teacher will review index chart (Lesson 6--Index). Copy the index and questions and answer them on white exam paper.	
2:25-2:45 GAMES The two student teachers instructed in game procedure will explain game to other students (Lesson 4--RASH/SPEEDYWAY).	2:25-2:45 GAMES Groups play a different game from yesterday (Lesson 4--RASH/SPEEDYWAY).	2:25-2:45 LITERATURE Student teacher passes out No Roses for Harry, to be read silently.	2:25-2:45 ART Illustrate one of the characters in your story. In about three sentences, tell a little about your character.
CLEAN UP			CLEAN UP

READING CENTER

Lesson 1--Fable

"The Two Frogs"

Two frogs lived in a lake. One summer it was very, very hot. The lake dried up. The frogs hopped away to find water.

At last they found a deep well with a little water in the bottom.

"Let's jump in," said one.

"Now wait!" cried the other. "This well may dry up, too. It is easy to jump down into a well, but it is not easy to jump out."

Lesson 2--Phonics Procedure

1. Check phonics checklist in the Reading Center (see Illustration 4).
2. Check your area of errors.
3. Review the chart which displays all the phonetic elements in that particular section where your errors occurred.
4. Get a magic slate, black wax crayon, and a paper towel (refer to Chapter II, Learning Sections and Areas).
5. Complete the worksheet.

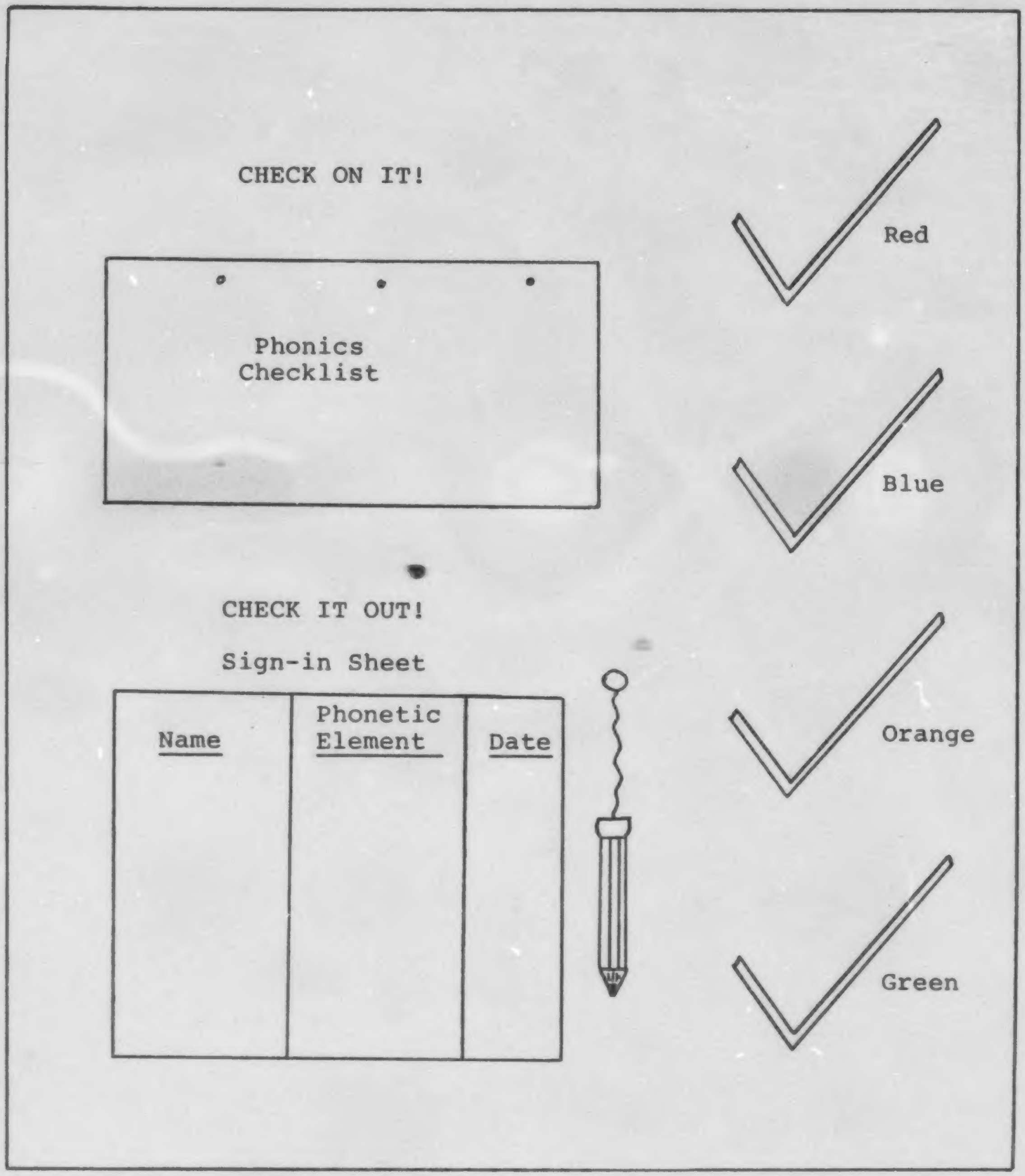

CHECK ON IT!
Phonics Checklist
CHECK IT OUT!
Sign-in Sheet
Name
Phonetic Element
Date
Red
Blue
Orange
Green

Illustration 4
Learning Center Checklist

This was posted on a bulletin board or wall in the classroom.

6. Have your activity checked by the teacher.
7. Clean up and sign in.

Lesson 3--Experience Story

"Winter is Here"

Winter is here. It is a time when the earth is farthest from the sun, a time when all life is dormant. Most animals are hibernating or have migrated south. Plant life is inactive until spring.

Humans, too, change their habits to adapt to the weather change. There are many outdoor, fun-filled winter sports, for example: tobogganing, skiing, ice skating, and hockey. Can you think of any indoor winter sports?

Questions

F What is this season called?
I Why do animals hibernate and migrate?
V What is another word for inactive?
E How do we dress for the winter season?
Answer the question found in the story.

Lesson 4--Games

RASH--Game Judgment

1. Get a score sheet and list the names of the players.
2. Shuffle the vocabulary cards and deal four to each player. SHOW PICTURE OF A WORD CARD.

3. With the remaining cards, place one face up in each of the ten card spaces. Put the rest of the cards face down on the vocabulary cards' pile.

Rhymes	Antonyms	Synonyms	Homonyms

JUDGMENT

1	6
2	7
3	8
4	9
5	10

Vocabulary Cards	Used Cards

---

4. The first player tries to match two cards (rhymes, synonyms, antonyms, or homonyms), according to the key letter on the upper right-hand corner of the card.

5. Cards may be matched from a players hand to the board. If he has two matched cards from his hand he receives ten points plus the number next to the card on the board.

6. If a player matches two cards on the board, he receives only two points.

7. The matched cards are placed on the used card pile.
8. If the player cannot make a match, he draws a card from the pile and cannot play until his next turn.
9. Cards matched off the board are replaced with word cards from the card pile.
10. When the pile is gone and a player has no match, he must use a card from his own hand to fill the empty space.
11. The winner is the person with the highest number of points.
12. The game ends when time is called at 2:45.

SPEEDYWAY--Game

1. Get a score sheet and list the names of the players.
2. Place word cards face down in the space provided on the board.
3. Each player picks a car and puts it at the starting line.
4. Each player throws the dice--the highest being the first to play.
5. The first player throws the dice and moves the car the number of spaces shown on the dice.
6. Draw the top word card from the pile. If you land on Blue another player draws the card and tells the word.

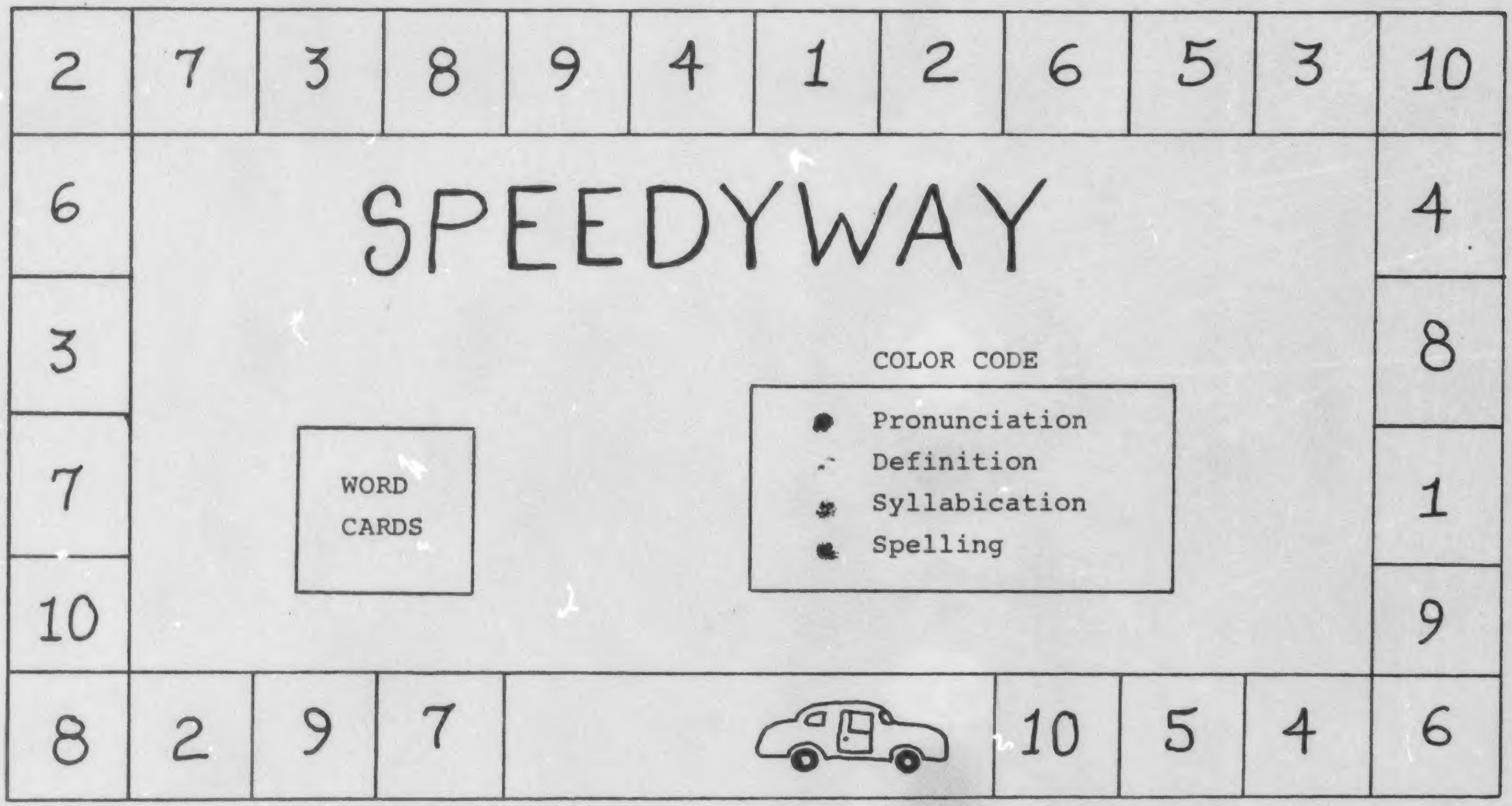

2
7
3
8
9
4
1
2
6
5
3
10
6
4
3
8
7
1
10
9
8
2
9
7
10
5
4
6
SPEEDYWAY
WORD
CARDS
COLOR CODE
● Pronunciation
● Definition
● Syllabication
● Spelling

Illustration 5

Speedyway

7. The color of the space determines what you should do.

   Red--Pronounce the word.

   Orange--Give the meaning.

   Blue--Spell the word.

   Purple--Give the number of syllables.

8. If the player performs the skill correctly, he gets the number of points shown in the box where he landed. This is to be recorded by the scorekeeper.

9. If the player is incorrect he remains where he landed but receives no points.

10. The used word card is returned to the bottom of the deck.

11. The next player throws the dice and game continues.

12. The game ends when time is called at 2:45.

13. The winner is the player with the most points.

Lesson 5--Listening Comprehension Fable

"The Tortoise and the Hare"

F Who were the characters in the story?

I Who won the race and why?

V What is a homonym for hare?

E What is the moral of this story?

Lesson 6--Index

Burrowing, 36-37.
Coloring of, 31.
Desert, 32-33.
Domestic, 73.
Habitats of, 42-44.
Hibernation of. 4-8.
Plains, 33.
Pond, 17-19.
Protection of, 55-61.
Sea, 20-25.

Questions

1. What pages would information on habitats be found?
2. On page 22 what kind of animals would be discussed?
3. On what pages would information on a camel be found?
4. What do pages 4-8 discuss?
5. What pages would give information on plains?

Lesson 7--Book Report

Title of Book ____________________ Student ______________

Author ____________________________ Date ______________

Publisher __________________________

Date and place of publication ________________________

F What did Harry receive from Grandma in the first part of the story?
I Why did Harry try to lose his sweater?
V "Harry tried to lose his present." What does present mean in that sentence?
E If you were Harry what would you do with the sweater? Did you enjoy the book? Tell why or why not.

LESSON PLANS FOR THE AFRICAN CENTER

Tuesday	Wednesday	Thursday	Friday
1:30-1:50 INTRODUCTION Read paragraph on Africa with your group. (Lesson 1).	1:30-1:50 INTRODUCTION	1:30-1:50 GEOGRAPHY Review land forms (Lesson 4, Illustration 6).	1:30-2:00 READING Complete silen of books on Af Copy and answe tions found on cards in the b (Lesson 7).
1:50-2:10 VOCABULARY Review the pronounciation, spelling and definitions of words on Vocabulary Chart (Lesson 2).	1:50-2:10 GEOGRAPHY AND LAND FORMS Using the perceptual map and flash cards, teach the land forms of Africa (Illustration 6).	1:50-2:30 ART Read the procedures carefully and make a terrain map (Lesson 6).	2:00-2:35 SCIENCE AND ART Select an anim the map and ma natural habita son 8).
2:10-2:45 SOCIAL STUDIES Show film on Africa and answer the questions on the rexograph sheet (Lesson 3).	2:10-2:30 WORD PUZZLES The student teacher will pass out word puzzles to the group (Lesson 5, Illustration 7).	2:30-2:45 WORD PUZZLES Pass out word puzzles to the group for review and study (Lesson 5, Illustration 7).	2:35-2:45 POETRY Lead the group recite the poem "Men Are Not Su (Lesson 9).
	2:30-2:45 READING Select a book on Africa, one person at a time, then begin silent reading.		

AFRICAN CENTER

Lesson 1--Africa

Africa is the world's second largest continent. It is a myth that Africa is a jungle. Most of it is desert, forest, or grassland. Deserts take up about 40 percent of the continent. Tropical rain forests all together cover less than 20 percent and more than 40 percent is covered with thick grasslands which are called savannas.

The world's longest river, the Nile, is located in Africa and flows for 4,160 miles.

Africa is surrounded by the Mediterrannean Sea on the North coast, the Red Sea on the Northeast coast, the Indian Ocean on the Southeast coast, and the Atlantic Ocean on the West coast. It is the warmest of all the continents.

Lesson 2--Vocabulary Chart

1. Continent--a large land mass.
2. Ocean--the largest body of water.
3. River--a body of water, smaller than an ocean.
4. Desert--land that is dry and sandy.
5. Savanna--high grasslands.
6. Sea--ocean; large body of salt water.
7. Terrain--land form; a tract (piece) of land.
8. Region--area, zone, district.

9. Habitat--the surroundings of an animal, plant, or man.
10. Mountain--very high hills; elevated land.
11. Rain forest--area where plants grow very close together; is very wet and warm.
12. Plateau--an elevated plain.

Lesson 3--Faces of African Children

Questionnaire

1. Where is the world's largest desert?________________
2. Name a desert in Africa.____________________________
3. Is it easy to live in a desert? Why?________________
   ____
4. Name an Ocean near Africa.__________________________
5. What kind of candy comes from Africa?________________
6. Would you need a heavy coat and mittens in Africa?____
7. What kind of land do cattle live on?________________

Supplies for Showing Filmstrip

Filmstrip

Filmstrip projector

Screen

Record player

Lesson 4--Land Forms

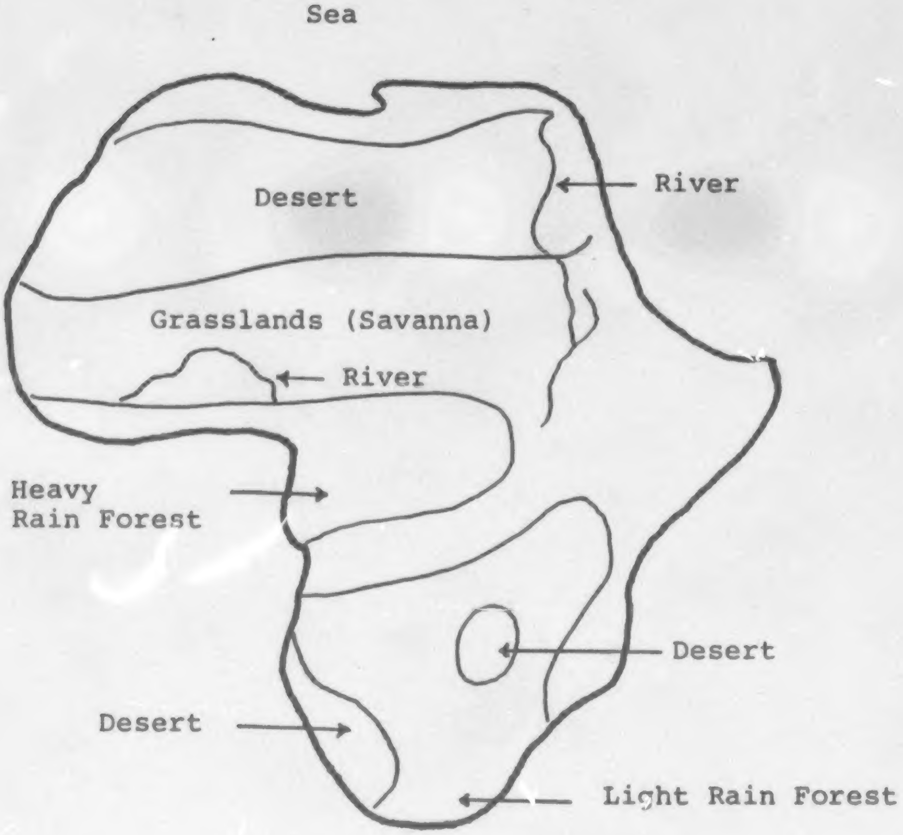

Sea
Desert
River
Grasslands (Savanna)
River
Heavy
Rain Forest
Desert
Desert
Light Rain Forest

Illustration 6

Land Forms
Perceptual Map With Flash Cards

Lesson 5--Word Puzzles

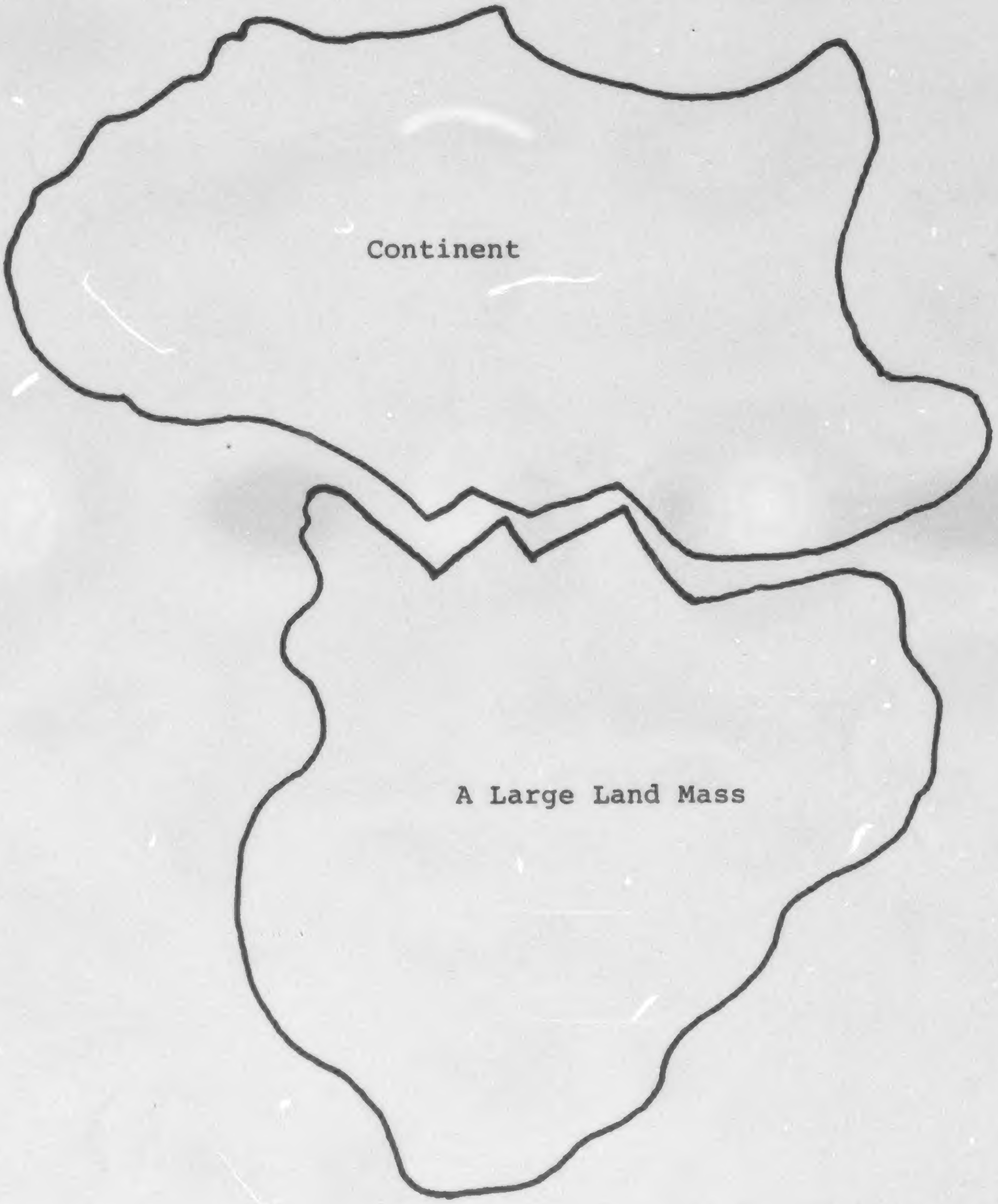

Continent
A Large Land Mass

Illustration 7

Word Puzzles

Lesson 6--Making a Terrain Map

Supplies

Pattern of Africa
Heavy Oak Tag--12" x 18"
Black Roving (pre-cut)
Paint Brushes
Crayons
Paint--blue
Pencils
Water
Scissors
Easter grass (or cut crepe paper)
Paint pans
Water bucket
Elmer's glue (8)
Newspaper
Grits
Sample of Terrain Map
Yarn

Directions

1. Cover area with newspaper.
2. Take one sheet of 12" x 18" oak tag.
3. Take an outline of Africa.

4. Trace the outline of Africa onto your oak tag (in pencil) and pencil in each land region.
5. With glue, outline where you have penciled.
6. Carefully paste yarn where you have pasted.
7. Color the water blue.
8. Put paste on desert area and carefully shake grits onto the paste. Take paper carefully to the waste basket and shake loose grits into the waste basket.
9. Take green grass paper and paste on the grassland area.
10. Cut the remainder of the yarn and mix with bits of green paper. Put glue on rain forest area and attach yarn-paper combination to it.
11. Place on bookshelf to dry.

Lesson 7--Story Cards

Let's Go to Africa, by Charles Mercer.

1. Name the largest continent in the world.
2. Name the largest city in Africa.
3. Why would weather determine how people live?
4. What is the religion of people in North Africa?
5. Read the third and fourth sentence on page 11. Tell what irrigation means.
6. What desert is in North Africa? Describe its size.

7. How would you know it when you reached tropical Africa?
8. Give two reasons as to why there is much illness in Africa.
9. What language do the Akans of Ghana speak?
10. Who rules South Africa? Why don't the native people of South Africa Rule?

Lesson 8--Making a Natural Habitat

Supplies

1. Animal pictures
2. Shoe boxes
3. Construction paper
4. Grits
5. Elmer's glue
6. Waste basket
7. Scissors
8. Brown, green, and blue paint
9. Water
10. Paint brushes
11. Tape
12. Raffia
13. Crepe paper--brown, blue, and green
14. Easter grass
15. Paper towels
16. Newspaper
17. Yarn

Procedure

1. Look at map with animals attached to see in which terrain in Africa they would live (refer to library books and study prints).
2. Select an animal to make a natural habitat.

3. Using supplies available and looking at sample, make a natural habitat for the animal you have selected. (Example: A camel would live in a desert. Your habitat would look like a desert.)

Lesson 9--"Men Are Not Superior"

"Men are not superior by reason of accidents of race or color. They are superior who have the best heart--the best brain."

LESSON PLANS FOR THE WRITING CENTER

Tuesday	Wednesday	Thursday	Friday
1:30-1:40 READING Student teacher will direct group on reading the introduction (Lesson 1).	1:30-1:40 POETRY Recite your poem. Remember to read it with expression (Lesson 3).	1:30-1:40 READING Student teacher will direct group in reading poem and introduction.	1:30-2:00 COMMUNICATIONS Today we are going to communicate with our other pen pals. But this time we are going to send our message verbally through a cassette. We will follow this procedure: (1) Recite poem to practice enunciation. (2) Locate your pen pal's name so you know who you are speaking to. (3) Think about what you want to tell your pen pal that is interesting and informative (five minutes). (4) Set up the cassette player. Be sure to leave the microphone on the one place on the table. (5) One person at a time will speak. Begin
1:40-1:50 READING Read techniques for legible handwriting (Lesson 2).	1:40-1:45 READING Read techniques for legible handwriting (Lesson 2).	1:40-1:45 READING Read techniques for legible handwriting (Lesson 2).	
1:50-2:00 HANDWRITING Practice your signature. Decide which way your signature looks best and stick to that style of writing it.	1:45-1:55 HANDWRITING Practice form letters. Pass these in to be returned on Friday and placed in your work folders in your desk (Lesson 4).	1:45-2:00 HANDWRITING Student teacher will direct students in making the outline on Outline Chart (Lesson 7).	
2:00-2:20 POETRY Student teacher will direct choral speaking with group; then copy the poem (Lesson 3).	1:55-2:10 ENGLISH Study letter writing form (Lesson 5). Copy this form on white exam paper.	2:00-2:10 COMMUNICATIONS (1) Student teacher directs students in addressing an envelope (Lesson 8). (2) Student teacher passes out index cards to each child.	

LESSON PLANS FOR THE WRITING CENTER (continued)

Tuesday	Wednesday	Thursday	Friday
2:20-2:45 ART Make your handwriting booklets. Follow this procedure: (1) Student teacher will pass out the following: 4 Sheets of black paper; 1 tube of glue for two people; 2 paper fasteners. (2) Connect black paper together using fasteners. (3) On the front page, paste your signature sheet using one dot of glue in each corner. (4) On the back of the signature page, paste your poems. (5) Collect booklets. (6) Clean up.	2:10-2:20 ART Follow Tuesday's procedure for Art and paste form letter in your art folder.	2:00-2:10 (continued) (3) Follow the chart and practice addressing an envelope on the blank side of the index card.	1:30-2:00 (continued) by saying, "Hello ____, my name is ____." Then give your message. (6) Everyone else is listening. When everyone has spoken, turn off the cassette.
	2:20-2:45 COMMUNICATIONS (Lesson 6) (1) Student teacher will explain pen pal procedure. (2) Students will visually locate their pen pal to whom they will be writing. (3) Students will compose their letters, checking their letter-writing form. Watch your signature. (4) Letters will be collected. (5) Clean up.	2:10-2:20 ART Pass out materials for art and paste your outline form and index card into your handwriting booklet.	2:00-2:05 READING Read techniques for legible handwriting.
		2:20-2:45 HANDWRITING AND ENGLISH (1) Student teacher will pass out envelopes and pens. (2) Check Lesson 8. Follow this form to address your envelope. (3) Student teachers will pass out letters written on Wednesday.	2:05-2:20 HEALTH Read and copy chart, "Your Health" (Lesson 10).

LESSON PLANS FOR THE WRITING CENTER (continued)

Tuesday	Wednesday	Thursday	Friday
		2:20-2:45 (continued) (4) Check Lesson 9--How to Fold a Letter. (5) Fold your letter and place in envelope. (6) Collect envelopes. (7) Clean up.	2:20-2:45 ART Pass out white construction paper. Draw and label foods that make a good breakfast. Follow art procedure. Complete handwriting booklet with chart and picture. Booklets are collected. Form letters are passed out and are to be taken home. If time allows, draw a stamp in the upper right-hand corner of your envelope.

WRITING CENTER

Lesson 1--Writing

Introduction

The earliest of man's records were cave-man pictures. After man learned to write, he was able to keep more detailed records of his activities.

Lesson 2--Techniques for Legible Handwriting

1. What is good line quality?
2. What do we mean by slant?
3. How do we space words?
4. How high is an "a" or "e" compared to an "l"? to a "t" or "d"?

Lesson 3--"Snowstorm"

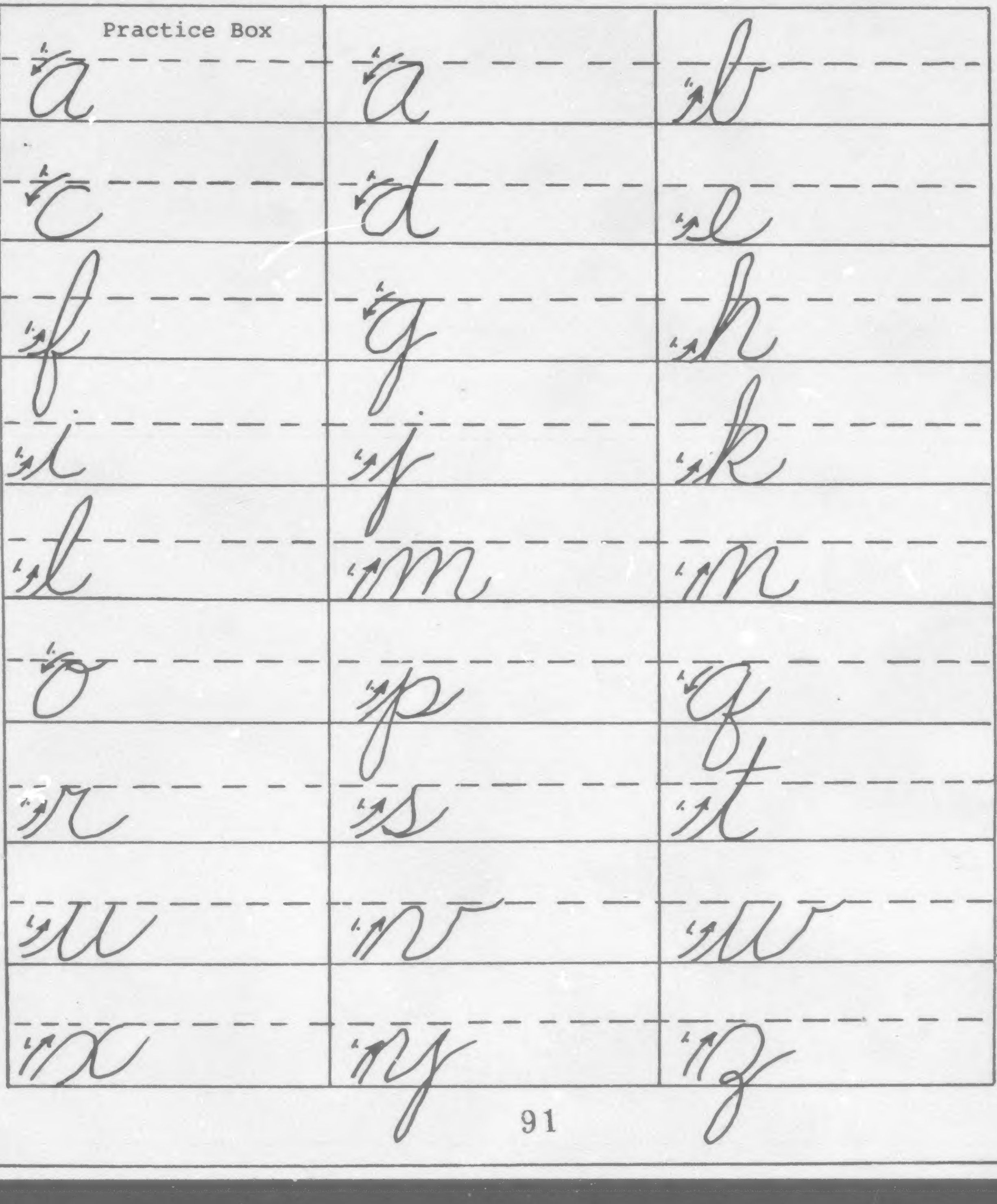
Oh, did you see the snow come?
So softly floating down,--
White in the air, White on the trees,
And white all over the ground!
It rattled gently on dry leaves,
It tickled on my face,
And spread its thick, soft cover
On every kind of place.
The autos standing in the street
Had snowy tops and lights,
And even on my Mother's hat
Was a big thick pile of white!

ESP

BASIC HANDWRITING *Cursive*

3
Lesson

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz


Practice Box

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Lesson 5--Letter Writing Form

HEADING
Drake School
Akron 5, Ohio
25 October 1974

Dear Mrs. Adams, GREETING

BODY Our class enjoyed the costumes which you helped to make. They added to the success of our play. Thank you for helping us.

COMPLIMENTARY CLOSING Sincerely,

SIGNATURE Doris Orr

Lesson 6--Pen Pal List

	Richmond	North Philadelphia	West Philadelphia
GROUP ONE:			
1.	Chiffon Pryor	Keith Palmer	Dana Friend
2.	Anthony Smith	April Payne	Paula Bolger
3.	Delinda Kearney	Eric Stover	William Bedford
4.	Richard Hall	Thomas Edward	Monique Adams
5.	Timothy Booker	Kimberly Clark	Dannon Cooper
6.	Wilbert Gray	Yvonne Johnson	Wanda Allen
7.	Mable Taylor	Keith Palmer	Richard Edwards
8.	Carlton Harris	April Payne	Annice Alston
9.	Cheryl Irving		Coleen Burton
GROUP TWO:			
10.	Baylor Linwood	Andrea Jackson	Raymond McCoy
11.	Valerie Burroughs	Richard Alexander	Carolyn Jackson
12.	Marcelle Harrison	Anthony Barber	Anthony Jackson
13.	Loretta Robinson	Samuel Jackman	Richard Jarvis
14.	Darryl Jones	Ronald Washington	Ralph Jones
15.	Elsie Cox	Curtis Honeycutt	Natalie Clark
16.	Patricia Lockett	Shawn Townes	Cynthia Haynes
17.	Lewis Scott	Andrea Jackson	Bearicia Pegues
18.	Valerie Burroughs	Richard Alexander	Mark Myles
GROUP THREE:			
19.	Carlton Harris	Richard Williams	Derrick Parham
20.	Cheryl Irving	Gwendolyn Brabham	Francine Pogue
21.	Kimberly Gillyard	Tyrone Bond	William Shippen
22.	Rhonda Lewis	Cynthia Johnson	Ronald Sinclair
23.	Carolyn Barnes	Damon Leaks	Micah Spotwood
24.	Antoinette James	Cynthia Faulckes	Cheryl Singletary
25.	Mable Taylor	Monique Freeman	Lorraine Thomas
26.	Bobby Johnson	Richard Williams	Rickey Edwards
GROUP FOUR:			
27.	Lewis Scott	Theresa Stones	Timothy Pollard
28.	Patricia Lockett	Stacy Tucker	Sophia McRae
29.	Allen Beard	Grafton Hunley	Ronald Watts
30.	Cynthia Alexander	Howard Barber	Anthony White
31.	Brenda Vaughan	Angel Battle	April White
32.	Linda Jenkins	Yolanda Whitehead	Rae Harrison
33.	Antoinette James	Theresa Stones	Bryant Corley
34.	Rhonda Lewis	Stacy Tucker	Walter Tucker

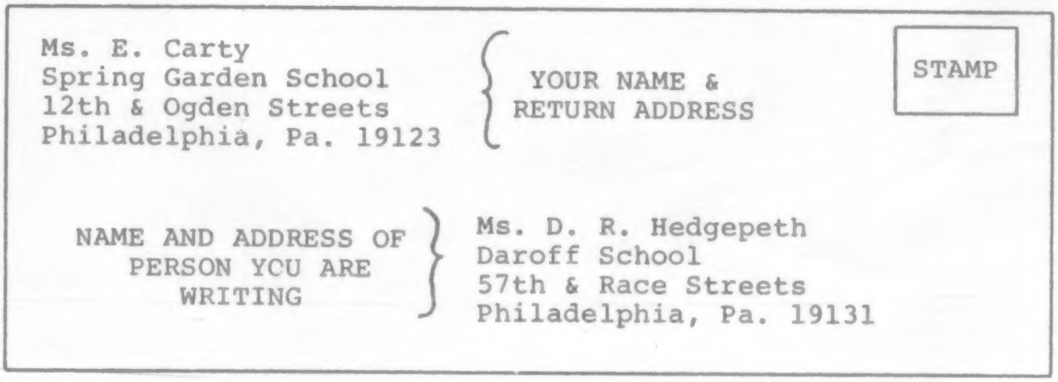
Lesson 7--Outline

I. Choose a suitable topic:
  A. Of interest to you.
  B. Of likely interest to classmates.

II. Find new and interesting facts:
  A. By talking with others.
  B. By reading.
  C. By taking a trip to get information about the topic.

III. Arrange your material.
  A. Have a good beginning sentence.
  B. Have a logical order of ideas.
  C. Close with a good concluding sentence.

Lesson 8--Addressing an Envelope



Ms. E. Carty
Spring Garden School
12th & Ogden Streets
Philadelphia, Pa. 19123

YOUR NAME &
RETURN ADDRESS

STAMP

NAME AND ADDRESS OF
PERSON YOU ARE
WRITING

Ms. D. R. Hedgepeth
Daroff School
57th & Race Streets
Philadelphia, Pa. 19131

Lesson 9--How to Fold a Letter

Student teacher will take a piece of writing paper and demonstrate how to fold the letter and place it in an envelope.

Lesson 10--Your Health

To start a cheerful day, EAT A GOOD BREAKFAST, whether it be for school, work, or play. For the protein elements, be sure to include cereal and milk, or eggs and milk.

CHAPTER IV

COLLAGE OF LEARNING

Following the four weeks of learning centers, the children returned to total grouping. At this time, two aspects of grouping were extended. The first aspect was the learning areas which were no longer teacher--nor student--directed. Children were presented with an overall procedural chart and a short explanation for securing task cards. These task cards were miniature lesson plans, without specific time elements; just an overall time allotment for completion of tasks. Organization was of prime importance here for the successful completion of the activities.

The second aspect was very informal, total grouping and was taken from the goals of Affective Education. The content of this area of instruction will follow.

The purpose of these learning situations was to present to the children the sociological influences Africa has made on modern-day America.

The content and structure of this entire area of learning was to aid the child in his ability to see and construct his own viable lesson plans--timing, proper scheduling, gathering, and utilization of supplies. Also, to encourage an interest in art, dance, music, literature, and language, which tells us a great deal about the culture of a people.

Creative Dramatics was selected as an area of instruction which would provide situations that would allow children to expand verbal and cognitive capacities so that vocabularies could grow and independent thinking could be encouraged. This would make Black History more meaningful and also teach word analysis and study skills through dramatic activities. It provided opportunities for social growth, allowed opportunities to work cooperatively with other children, developed self-discipline, and received peer recognition. In problem solving, the child would be encouraged to question and explore new ideas. It would encourage children to find answers for themselves.

Although the academic possibilities contained in a dynamic creative dramatics program are numerous, the above objectives were more than adequate for our purposes and the extent to which our classes would be involved. The aspects of a creative dramatics program are: (1) sensory awareness, (2) pantomime, (3) emotions, (4) improvization, (5) characterization, (6) dialogue, and (7) dramatization. All these are incorporated within the creative dramatics lessons which follow.[1]

Procedures

1. Decide on a center that you want to work in. Decide carefully for you will work in that center for an entire week.
2. Go to that center and form a line beside the sign-in sheet.
3. Sign in next to any number according to the week. If filled, go to another center.
4. The number you signed in on will be the numbered task card you will select.
5. Get that numbered task card.
6. Get a clothespin and hang your task card on the line above the area in which you will work.
7. Read the task card and gather all necessary materials.
8. Complete the activity, following the directions on the task card.
9. When finished, return the task card to its proper place on the board.
10. Return clothespin and put all the materials you used in their proper place.

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[1] *Creative Dramatics Handbook* (Philadelphia, Pennsylvania: Office of Early Childhood Programs, The School District of Philadelphia, 1971).

11. Select any of the remaining task cards and follow procedures 5 through 11.

Creative Dramatics Lessons

Materials

A Glorious Age in Africa, by Daniel Chu and Elliot Skinner.

Large Map of Africa.

Vocabulary

Ghana, Mali, Songhay.

Supplies

Paper dividers for areas of Ghana, Mali, and Songhay.

Direction signs--North, South, East, West.

Blackboard or experience chart.

Work song from Folk Songs of Africa.

Ghana--King's Court

Building Background

1. On map, go over directions--north, south, east, and west. Locate West Africa.
2. Review climate.
3. Establish the point that what you are going to talk about happened in Africa a long time ago. You will talk about three kingdoms that were in Africa a long time ago.

4. Put first divider up and introduce the first kingdom--Ghana.
5. Read pages 13-16 in Glorious Age in Africa to establish a royal court.
6. Introduce vocabulary:

    Royal
    kingdom
    mighty
    jewels
    gold
    king
    throne
    noble
    shield
    sword
    wealth
    empire
    guards

7. Review and discuss story, stressing:
    A. What a king's court is.
    B. Who is in a king's court.
    C. What goes on in a king's court.
    D. What kinds or rich-looking things would be found in a king's court.

    List these things and leave for next class.

Recall

1. Locate Ghana.
2. Review vocabulary.
3. Review list of things found in a royal court and any new observations.
4. Enact a day in the king's court:
    A. If you wanted to look royal or regal, how would you act and stand? What

would your face look like? Have everyone draw concentration boxes and assume a royal position.

B. They said there were also guards in the king's court. How would they look and act? Everyone assumes the position of a guard.

Situation

We are going to be in the King's court when someone comes to ask a favor of the King. He is very much afraid the King will say "no," but the King says "Yes," and when he leaves he is very happy.

Preparation

What will be needed for this scene?

- King or Queen
- guards
- people off the street
- drummers
- animals
- servants
- man or woman asking the favor

Review

Everyone is given a part and a special place to be. It is discussed approximately how that person should behave.

Production

The scene is set. Action begins. When it has been acted out and the man asks and receives the favor, he leaves happily and the teacher says "End."

Evaluation and Conclusions

Discuss the scene. If time allows, repeat the scene with suggestions of changes, additions, or new actors. Perhaps develop a new scene around the King's Court, such as someone attacking the King, a royal feast, or a royal wedding.

Ghana--Silent Trade

Building Background

1. Locate Ghana on African map.
2. Read pages 26 to 32 in A Glorious Age in Africa (up to "The Source of Salt").
3. Introduce vocabulary:
    - trade
    - gold
    - salt
    - Caravan
    - silent trade
    - nuggets
    - plentiful
    - essential
    - merchant
    - miner
4. Review and discuss story, stressing that:
    - A. Ghanians were traders.
    - B. The wealth of Ghana was in gold.
    - C. There was a need for salt.

D. Silent Trade was conducted and how.

5. List these things and leave for the next class.

Recall

1. Locate Ghana on African map.
2. Review vocabulary.
3. Review list of observations from first lesson on the Silent Trade. Add any new ideas and re-read any parts necessary.
4. Establish that today the Silent Trade (page 31, paragraph three to the end, if necessary) will be re-enacted and review all necessary elements. Everyone pantomime the drummer's opening and closing the trade.

Situation

The merchants with their salt and the miners with their gold are each in their own territory. The merchants arrive with their caravan and put down their goods and open the trade with drums.

The miners come in boats and heap gold beside the merchant's goods and leave. If the merchants decide there is enough gold, they beat the drums and that ends the trade.

Preparation

Who or what is needed for this scene?

drummers camels merchants

gold salt miners

guides

Other things the merchants might bring besides salt and boats.

Review

Go over the scene and give out the parts, establishing location and characterization. Then go over with each child where he is to be and how he is to act.

Production

The scene is set and begins with merchants putting goods in the decided location. It ends when the merchants are satisfied with the gold and the drum is beat. The teacher calls "End."

Evaluation and Conclusions

Discuss the scene, how it went, and how it could have been different. Repeat the scene if time allows, with changes or new actors.

Mali--Sundiata

Building Background

1. Introduce new kingdom of Mali. Put word and divider and section off Mali on the map.

2. Read pages 51 to 56 in A Glorious Age in Africa (up to first paragraph in "The Foundation of Empire").

3. Introduce vocabulary:

   Mali
   Sundiata
   courage
   Sumanguru
   legend
   religion
   crippled (paralysis invalid)

4. Review the story, stressing:
   - A. Sundiata's childhood and how he could not walk.
   - B. How Sumanguru disregarded Sundiata as a threat.
   - C. How Sundiata exercised and became strong.
   - D. How Sundiata eventually became a very powerful leader.

   List these observations for the next lesson.

Recall

1. Locate Mali on map.
2. Review the vocabulary.
3. Review list of observations on the story of Sundiata.
4. Today, re-enact how Sumanguru overlooked Sundiata when he had intended to kill him. All draw concentration boxes and pantomime what it

must be like to move around without the use of the legs.

Situation

One day Sumanguru came into the court of Sundiata to kill him. He was very big and bossy. He observed Sundiata trying to get along and laughed at him and decided not to kill him. He then left.

Preparation

1. Establish the setting, necessary people, and objects:
    A. Sundiata was the son of a King, so it would be a royal setting.
    B. People--Sundiata, Sumanguru, servants, guards, soldiers, etc.
2. Assign parts and their location and how they would probably act. Then review each part and location before beginning.

Production

The scene is set and the teacher says "Begin." The scene is acted out and when Sumanguru leaves the court of Sundiata, the teacher calls "End."

Evaluation and Conclusions

Discuss the scene and how it might be improved or changed. Repeat the scene, if time allows, with changes or new actors.

Mali--Hajj

Building Background

1. Locate Mali on the map.
2. Read pages 62 to 66 in A Glorious Age in Africa (up to "The Power and the Glory").
3. Introduce vocabulary:
    - pilgrimage
    - Mana Musa
    - Hajj
    - splendour
    - spectacular
    - diplomacy
    - generosity
4. Review and discuss the story, stressing:
    - A. How Mana Musa came to power (matriarchy).
    - B. What a good and peaceful leader Mana Musa was.
    - C. How Mana Musa encouraged art, learning, and trade.
    - D. The spectacular Hajj and why--very descriptive.
    - E. How the Hajj affected the gold market.

List these observations and leave for the next class.

Recall

1. Locate Mali on the map.
2. Review vocabulary.
3. Review observations and add new ones. We are going to enact Mana Musa's Hajj. Everyone draw your concentration boxes and pretend you are Mana Musa passing out gold.

Situation

One day Mana Musa and his caravan are coming into a city and they are greeted with a big reception sponsored by the King. Mana Musa passes out the gold to the people and then moves on.

Preparation

It might be necessary to re-read the Hajj.

1. Remember what makes up a caravan--camels, burros, people on animals as well as walking alongside. People of all ages are here, even people who attached themselves to the caravan as it moved through the the different cities.
2. Remember what a big reception would be like--food, servants, musicians, dancers, all the different people.

3. Establish who or what will be needed:

Mana Musa
gold
camels & other animals
King

local chiefs
common people
family
friends

servants
dancers
musicians
doctors
teachers

Review

Assign the parts, how they would probably act, and where they are located. Review each part and location before beginning.

Production

The scene is set and the teacher says "Begin." The caravan comes into town to a big reception. It ends when Mana Musa gives out the gold to the local people and then moves on. The teacher ends the scene.

Evaluation and Conclusions

Discuss the scene--how it could have been improved or changed. Repeat (if time allows) with changes or new actors.

Songhay--Farming

Building Background

1. Tell the children about the fall of Mali. Mali had weak Kings and the strong warriors of Songhay finally took over Mali.

2. Locate Songhay, the Niger and Nile Rivers on the African map.
3. Read pages 79 to 81 in A Glorious Age in Africa (end with the fourth paragraph).
4. Review and discuss story, making sure to stress:
    - A. The Niger and its importance to farmers, fishermen, and transportation.
    - B. Why a town would build around a river--why not a desert or dense rain forest.

    List these things and leave for the next lesson.

Introduce Vocabulary

Niger
Songhay
Civilizations
farmer
Nile
cattle
transportation
fishermen
fertile
hunter
craftsmen

Recall

1. Locate Songhay on the map.
2. Review vocabulary.
3. Review observations of the story.

Situation

We are going to pretend we are in a garden with people working. We are also including all the people in the village.

Preparation

Talk about farming and how Africans work with the call and response method. Play the "Work Song" from Folk Songs of Africa. Go over the words in the song. Everyone pantomime the actions to the song.

Review

Parts needed:

- Gardeners
- Water carriers
- Corn pounders
- Mothers
- Children
- Various people in the village

Assign parts and probable actions. Go over each part and location for the action before beginning.

Production

Begin action with the song and have everyone do his own part, whether in the garden or in the area. When the time comes for everyone to gather around the campfire, everyone comes together.

Evaluation and Conclusions

Discuss the scene for possible changes or improvements. If time allows, repeat the scene with changes or new actors.

Songhay--Attack on Jenne

Building Background

1. Locate Songhay on the map. Put up the name and divider.
2. Read pages 91 to 96 in A Glorious Age in Africa (up to "The Realm of Sunni Ali Ber").
3. Introduce vocabulary:

    Jenne
    army
    amphibious
    Timbuctu
    starve
    doctors
    University
    swamp
    attack
    teachers
    soggy
    brave

4. Review and discuss the story, bringing out:
    - A. The location of Jenne and what it was like--soggy, swampy.
    - B. That Jenne was an institution of higher learning. Explain what went on there.
    - C. The fight that went on for over seven years and how supplies were blocked off from Jenne.
    - D. How the people of Jenne were treated after the seige.
    - E. How brave these people were.
    - F. What it was like being in the army of Songhay around Jenne in that swampy place.

Put these observations in a list and save for the next lesson.

Recall

1. Locate Songhay on the map.
2. Review vocabulary.
3. Review the observations of the story and add any new ones.

Today we are going to re-enact the attack of Songhay on Jenne. Let's put our concentration box on and everyone pantomime how you would walk through a swampy area, bringing out all sensory awareness.

Situation

The army of Sunni Ali is in the swampy area around Jenne (which is behind walls). They are very tired of fighting and are ready to give up. The people of Jenne are starving because they cannot get food. It has been blocked off. Someone from Jenne sends a message that they are starving and cannot hold out much longer. So the people of Songhay wait until the people of Jenne surrender. Sunni Ali treats the people of Jenne very kindly because they were so brave.

Preparation

Review the people that will be needed to re-enact the attack on Jenne.

1. Sunni Ali's army around Jenne in the swampy area.
2. The people inside Jenne suffering from starvation.
3. Animals.
4. Someone delivering the secret message.
5. The King of Jenne surrendering.

Review

Assign parts and locations they are to take. Discuss appropriate behavior. Go over each part and review behavior and location.

Production

Action begins with Sunni Ali's men in the swamp around Jenne. The people in Jenne (behind the walls) are starving. The scene ends with Jenne surrendering and Sunni Ali and his men helping the people of Jenne and giving them food.

Evaluation and Conclusions

Discuss the scene and any possible changes or additions. If time permits, re-enact the scene with changes or new actors.

Learning Areas

Sample of tasks for each area follow:

ART

Sculpture

Materials:
pipe cleaners
aluminum foil
styrofoam
scissors
magic marker

Directions:

1. Select three pipe cleaners.
2. Twist one end of the first pipe cleaner into a loop for the head.
3. Twist another pipe cleaner around the top of the first one to make arms.
4. Twist the third pipe cleaner around the bottom of the first for legs.
5. Cut the aluminum foil into strips.
6. Wrap the aluminum strips around the pipe cleaner figure.
7. Twist the figure in any position.
8. Stick it into the styrofoam base.
9. Put your name on the bottom of the styrofoam with the magic marker.
10. Clean up.

Printmaking

Materials:
glass
linoleum block
paint
brayer
newspaper
paper towels
construction paper
felt

Printmaking (continued)

Directions:

1. Cover your area with newspaper.
2. Gather needed materials.
3. Squeeze some paint onto the glass.
4. Run the brayer in the paint to completely cover it.
5. Run brayer with paint onto a piece of construction paper, making sure to press firmly.
6. Pull off linoleum block and put construction paper aside to dry.
7. Repeat entire process using a piece of felt instead of construction paper.
8. Clean up.

Jewelry Making: Q-TIP NECKLACE

Materials: cotton Q-tips
white glue
string
newspaper
paper towel
paint brush
paint

Directions:

1. Cover your area with newspaper.
2. Get all needed materials.
3. Arrange the Q-tips into any pattern you like.
4. Put white glue over the tops and bottoms of each row so that they stick together.
5. Attach a piece of string on either end of the top row so that the necklace can be tied around someone's neck.
6. Paint the stick part of the Q-tip.
7. Clean up.

Jewelry Making: CLOTHESPIN NECKLACE

Materials:
6 clothespins
7 beads
paint
paint brush
thin wire
newspaper
paper towel

Directions:

1. Cover your area with newspaper.
2. Get all needed materials.
3. Paint each clothespin.
4. Twist a thin wire around the head of each clothespin.
5. Place a bead in between each clothespin.
6. Clean up.

Weaving

Materials:
construction paper 12" x 18"
rafia
scissors
ruler
pencil

Directions:

1. Gather all needed materials.
2. Take a piece of construction paper and hold it horizontal.
3. Using your ruler, measure 2 inches from the side and make a vertical line with your pencil, allowing 1 inch from the top and bottom.
4. Take scissors and cut the lines.
5. Take a piece of rafia and weave it over and under the cut strips, alternating each piece of rafia. Refer to the sample.
6. Clean up.

MUSIC

Rattles

Materials:
- paper tube
- magic markers
- glue
- newspaper
- 2 feathers
- 2 cardboard circles
- 2 paper circles
- noodles (small handful)
- masking tape

Directions:

1. Cover your area with newspaper.
2. Gather your material.
3. Take the small cardboard circle and put it on one open end of the tube and tape it over the end.
4. Put the larger circle over the smaller circle and tape it around the tube.
5. Take the small handful of noodles and put them inside the tube.
6. Repeat Directions 3 and 4 and close the other end of the tube.
7. Use the magic markers and feathers and decorate your rattle.
8. Clean up.

African Folk Songs

Materials:
- African Folksongs Record
- music paper
- chart with "Before Dinner"
- pencil
- Listening Center
- record player
- Filmstrip projector
- African Folksongs Filmstrips

African Folk Songs (continued)

Directions:

1. Listen to African Folksongs Record on Listening Center and watch filmstrip.
2. Copy "Before Dinner" from music chart onto music paper--notes and words.
3. Replay "Before Dinner" and sing softly with the record.
4. Re-copy notes from "Before Dinner" on music paper. This time write your own words to the notes.
5. Make a cover page for your two songs.

Shoe Box Strummer

Materials: shoe box (or cigar box)
ruler
scissors
4 rubber bands, one of each size

Directions:

1. Gather all materials.
2. Half an inch from both ends of the shorter sides cut small grooves with an open pair of scissors.
3. Place your box so that the longer sides face you.
4. Pick the thinnest, shortest rubber band; string it around the box and fit it into the pair of grooves nearest you.
5. Then into the grooves on the far side, put your widest, longest band.
6. Measure off two more pairs of grooves an equal distance between the two end grooves.
7. String on two more rubber bands, grading them as to size.

Shoe Box Strummer (continued)

8. Pluck the strummer with your finger.
9. Clean up.

(Paint your strummer if time allows.)

Humboard Kazoo

Materials: long paper tube
wax paper
rubber band
nail
aluminum foil
paste

Directions:

1. Cover the end of the long paper tube with wax paper and secure it with the rubber band.
2. Use the nail to punch eight small round holes an even distance from one another, in a straight line, along the center of the paper tube.
3. Paste on the aluminum foil.
4. Clean up.

Drum

Materials: grits box
paint
paint brush
newspaper
towel
masking tape

Directions:

1. Cover your area with newspaper.
2. Get all needed materials.
3. Tape the lid around the grits box.
4. Paint a design on the box.
5. Clean up.

LITERATURE

Swahili

Materials: Hesabu Kiswahili Booklet
pencil
crayons
construction paper
cassette recorder

Directions:

1. Read Hesabu Kiswahili Booklet and pronounce the numbers 1 to 10 in Swahili.
2. Practice by writing each number in Swahili.
3. Color the pictures.
4. Make a cover for your booklet.
5. Using the cassette, see if you can recite the numbers 1 to 10 in Swahili.
6. Can you recite them from memory?

Ashanti Tales from Ghana

Materials: Ashanti Tales from Ghana
pencil
white exam paper

Directions:

Read "Anansi's Hat-Shaking Dance," pp. 13-17. Write the following questions and answer them completely on white exam paper.

1. Why did Anansi want to mourn for 8 days?
2. What does vanity mean in the first paragraph of the story?
3. Describe in your own words what happened on the fourth day.
4. Why is Anansi found in tall grass?
5. Write a different ending to the story.

The Adventures of Spider

Materials: *The Adventures of Spider*
assorted construction paper
paste
scissors
newspaper
12" x 18" oak tag

Directions:

1. Read "How Spider Got A Thin Waist," pp. 5-10.
2. Construct a two-dimensional diorama of Spider in his natural habitat.

Creative Writing

Materials: crayons
construction paper
pencil
paste
scrap paper
white-lined paper

Directions:

1. On a piece of scrap paper, practice writing a story using the following words:

   village
   asleep
   spear
   lion
   manhood
   safari
   shield

2. Holding a piece of construction paper vertically, paste a piece of white-lined paper onto the construction paper.
3. Copy your story onto the sheet of white paper, making sure to put the title first.
4. Above the sheet of writing paper, illustrate what you have written.
5. Clean up.

The Adventures of Spider

Materials: The Adventures of Spider
12" x 18" oak tag
water colors
paint pans
newspaper
paper towel
paint brush

Directions:

1. Read, "Why Spider Lives in Ceilings," pp. 12-20.

2. Illustrate, using water colors, the Leopard wanting a delicious bite of Spider.

CLASSROOM DAILY SCHEDULE--FEBRUARY

Learning Areas With Task Cards

Monday	Tuesday	Wednesday	Thursday	Friday
1:30-2:00 CREATIVE DRAMATIC SITUATIONS	1:30-2:00 CREATIVE DRAMATIC SITUATIONS	1:30-2:00 CREATIVE DRAMATIC SITUATIONS	1:30-2:00 CREATIVE DRAMATIC SITUATIONS	1:30-2:45 BEGIN LEARNING AREAS AT 1:30 Complete present and past activities; restack, restock, and remove unfinished work. Clean area for next group.
2:00-2:45 LEARNING AREAS Art Music Literature	2:00-2:45 LEARNING AREAS Art Music Literature	2:00-2:45 LEARNING AREAS Art Music Literature	2:00-2:45 LEARNING AREAS Art Music Literature	

CHILDREN WILL REMAIN IN EACH AREA FOR ONE WEEK. THEY WILL BE HELD RESPONSIBLE FOR COMPLETION OF ONE TO THREE TASKS, DEPENDING UPON THE SPECIAL ABILITIES OF THE INDIVIDUAL.

CHILDREN SIGN INTO EACH AREA UNTIL THE AREA IS FILLED. NO MORE THAN 8 TO 11 IN ONE AREA. THIS IS DEPENDENT UPON SIZE OF THE CLASS, EVENLY DISTRIBUTED FOR THE THREE AREAS.

INCOMPLETE TASKS WOULD BE REMOVED, AT THE END OF THE WEEK, AND PUT IN A SECURE PLACE UNTIL SUCH TIME AS THE CHILD WOULD BE FREE TO COMPLETE THE TASK.

CHAPTER V

TOWARD INDEPENDENCE

A New Day

All these lessons were instrumental to an open classroom where the role of the teacher is not to control his pupils but rather to enable them to make choices and pursue their interests. A pupil functions according to his sense of himself rather than what he is expected to be, and regardless of all the cloak-and-dagger techniques employed by school systems, this will not change. It is not that the teacher should expect the same of all the pupils. On the contrary, the teacher must learn to perceive differences, but these should emerge from what actually happens in the classroom during the school year and not from preconceptions.

This area of learning would encompass all the avenues of frustration, excitement, preparation, and apprehensions that every teacher has when he or she steps foot in the classroom on the first day of school. But it was time! It was time for us to start all over again and, if we had done our jobs well, the transition would be smooth. Needless to state what we could encounter if we had sought anything less than perfection.

Introducing the "old class" to the "new class" was a job indeed--long hours of preparation, planning, writing and rewriting, evaluating and re-evaluating students, marking papers, redoing tests, calling parents, and screaming at blank faces day in and day out. Questions, questions, questions, and more questions! But the one big question that remained ever ready on the tip of our tongues, caught in our throats, deep in the pit of our stomachs was: "Have we prepared them completely for this new responsibility?"

During this period, the classes returned to total grouping for an extensive explanation of the new method of instruction upon which they were about to embark. This new format consisted mainly of individual lessons formulated for the various levels of skills designated by available curriculum guides which the children would have to read, interpret, and transfer.

Each classroom had individual lesson plans ranging from Levels 1 to 6 (Levels meaning Grades 1 to 6), in order to reach all the varying needs of the children in each room and covering the specific subjects as stipulated in the curriculum guides.

A preparation period of approximately three weeks was allotted in order to introduce the class to the new format. Introducing this to the class included familiarizing them with new levels of expectations. These expectations came in the form of individual lesson plans, individual lesson plan requests, lesson plan time schedule, requests for audio-visual equipment, evaluation sheets, a new report card, letters to parents, use of specialists, methods for leaving the room, and on and on and on and on. This is the way the three classes began.

Two of the individual lesson plans were developed with everyone (reason for the total grouping) and were printed on large paper. Children were guided in scheduling and in the use of all forms, materials, and needed equipment. A basic time schedule was organized for the three classrooms.

The individual problems in the classroom posed little or no concern for the teacher at this time, for now she would be available to work on a one-to-one basis with any of her pupils. She could cover organization, understandings, procedures, use of materials, etc. She could give guidance, direction, or aid when it was necessary to get the child to function on his or her own.

When the child had it completed, an activity was placed in a portfolio divided according to the subjects. When the child had completed the entire lesson, the portfolio was submitted to the teacher; the portfolio was evaluated by the teacher while the child proceeded to the next lesson. When the portfolio was returned, the child removed the work and reviewed the grades, comments, notes, and suggestions offered by the teacher. The finished work was then displayed by the child or taken home.

Mistakes, errors, and suggested review areas became a part of the child's homework assignments (to himself) and were to be turned in separately and apart from the lesson he had just begun. These lessons were to be completed in a week's time (or longer, if needed). When finished, no matter what day, Friday's schedule was followed.

The Specialist

The use of the Specialist depends upon the demands of a child's lesson in a week and the scheduling of the Specialist for the class. Not all the children would need to attend the Specialist's class; it would depend upon whether their lesson plan called for the use of the Specialist and only those children would attend.

The Specialist would look over the child's total lesson plan or only that part that referred to him or her and then could:

1. Suggest media, theory, etc.
2. Do a demonstration as a sample or to show technique.
3. Teach needed elements.
4. Supply special equipment.
5. Introduce a lesson.

6. Offer research areas.
7. Visit class at that time and offer other suggestions.
8. Offer any other avenue of advice or skill to the teacher and/or child as the Specialist was so moved.

AVAILABLE RESOURCES FOR DEVELOPMENT OF EACH LESSON

Use of Specialists

Teacher-made Materials:

- forms
- charts
- diagrams
- spirit masters
- bulletin boards
- cassettes
- experience chart stories
- tests
- puzzles
- video taping
- games
- task cards
- mobiles

Teacher's Guides:

Textbooks

- History
- Math
- Music
- Social Studies
- Literature
- Science
- Health
- Art
- Reading
- Dictionaries

Workbooks

- Phonics
- Reading
- Math
- Science

Films:

- filmloops
- filmstrips
- filmstrips with records/cassettes

Library Reference Books:

- encyclopedia
- atlases
- library books
- study prints
- plastic models

Records:

- commercial
- educational

Spirit Masters:

- commercial

Televisions Programs

Newspapers:

- daily and Sunday
- leaflets

Magazines:

- adult and children

Weekly Reader

KEYED-IN MATERIALS AND RESOURCES USED TO DEVELOP LEVEL I--LESSON 4

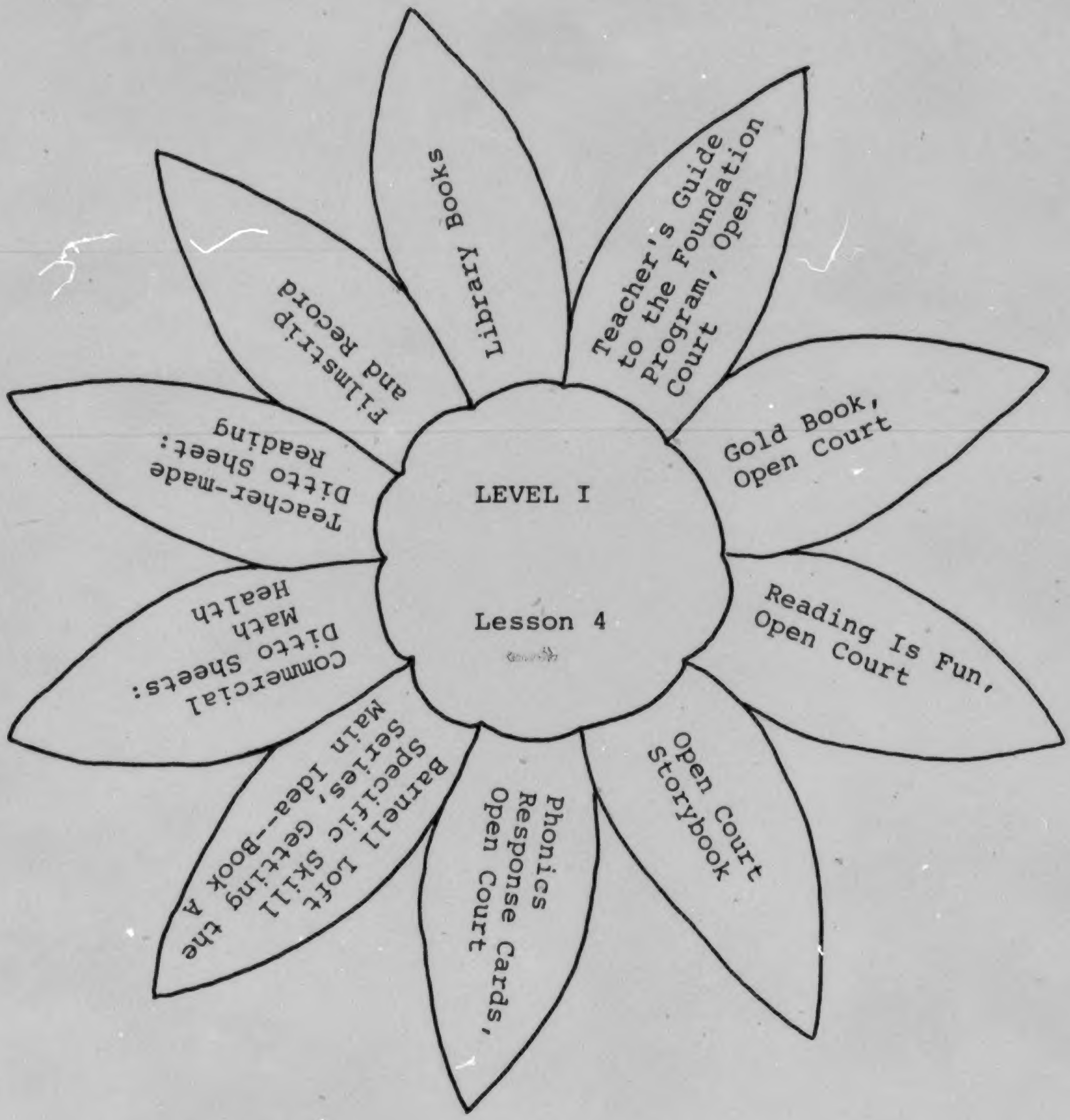

LEVEL I
Lesson 4
Library Books
Teacher's Guide to the Foundation Program, Open Court
Gold Book, Open Court
Reading Is Fun, Open Court
Open Court Storybook
Phonics Response Cards, Open Court
Barnell Loft Specific Skill Series, Getting the Main Idea--Book A
Commercial Ditto Sheets: Math Health
Teacher-made Ditto Sheet: Reading
Filmstrip and Record

Chart 2

Open Classroom Lesson Development
(Levels I to III)

SKILLS: INTRODUCED, TAUGHT, REVIEWED, ETC.

IN LEVEL I--LESSON 4

Reading

Types of Reading:

- fables
- riddles
- short stories
- poems
- rhymes

Vocabulary and Spelling
Dictionary and Research Skills
Sentence Structure
Usage and Style
Capitalization
Punctuation

Composition Techniques
Oral Skills

The Open Court Correlated Language Arts Program was followed for Grades One through Three in the development of Lesson Plans, Levels I, II, and III (see Scope and Sequence chart).

Math Skills

The following skills were developed throughout Level I, II, and III Lessons:

Grade 1

Recognizing 1 thru 10
Naming Place Values to 99
Counting thru 9
Counting thru 19
Counting thru 49
Counting thru 99
Number Line to 9
Addition Facts thru 4's
Saying Sums thru 9
Zero
Idea of Ten
Set of Ten
Sets of Ten
Counting by 1's and 2's
Counting by 2's to 20
Counting by 5's to 50
Counting by 10's to 50
Counting Coins thru 25 cents
Counting and Renaming to 50
Counting and Renaming thru 99
Closed Curves
Line Segments, Number Line
Length: Less Than, Greater Than Inch, Foot, Yard

Grade 2

Place Value thru 1,000
Counting to 100
Counting by 10's to 1,000
Counting by 2's to 100
Additions Facts, 1's, 2's, 3's, 4's, 5's
Addition Facts, 6's, 7's, 8's, 9's
Subtraction Facts, 1's, 2's, 3's, 4's, 5's
Subtraction Facts, 6's, 7's, 8's, 9's
Addition, 1's thru 9's
Subtraction, 1's thru 9's
Addition and Subtraction, 1's thru 9's
Counting by 1's to 1,000
Counting Coins
Telling Time
Repeated Addition
Multiplying to 5's
Standard Units, Inch, Foot
Numerals and Unit Names
Counting Members of Sets
Combining Members of Sets
Lines, Segments
Simple Plane Figures
Reading Picture Problems
Reading Word Problems

Grade 3

Place Value to 10,000
Recognizing and Saying Numerals
Counting by 2's, 3's, and 4's to 100
Counting by 5's, 10's, and 20's to 200
Addition Facts to 100
Subtraction Facts to 100
Multiplication Facts to 10's
Divisions Facts to 10's
Addition Practice
Subtraction Practice
Multiplication Practice
Division Practice
Simple Fractions
Number Line to Show fractions
Carrying, Borrowing (Renaming)
Adding and Subtracting
Ways to Write a Fraction
Renaming Fractions
Money
Time and Temperature
Order of Addends, Inverse
Order of Factors, Inverse
Indent. Circles, Rectangles, Triangles
Reading and Solving Problems

Table 4

OPEN COURT CORRELATED LANGUAGE ARTS PROGRAM

Grade Level	Types of Reading	Composition Techniques	Oral Skills	Vocabulary and Spelling
1:1 Learning to Read and Write * Reading and Writing	Stories Fables Poems, folk rhymes Short books	Writing original sentences Writing story summaries	Pronouncing words Oral reading Oral discussion of stories Reciting poems from memory Retelling stories from memory	Learning sounds Learning to blend sounds into words Using a new word in a sentence Spelling phonetically regular words Writing words from dictation with proofreading (self-correction)
1:2 Reading Is Fun	American and English folk tales	Writing original stories	Choral reading Choral recitation of poems Oral reading of own stories	Deriving word meaning from context Choosing synonyms and antonyms Classifications: Colors: blue, red, yellow Endings: _s, _ed, _ing Spelling irregular words (would, could, should; walk, talk, chalk) Proofreading original sentences for spelling

Table 4 (Continued)

Grade Level	Types of Reading	Composition Techniques	Oral Skills	Vocabulary and Spelling
2 A Trip Through Wonderland * Our Country	Short plays Fairy tales Nature stories Folk tales from other countries American history, biography, and culture	Writing short plays Writing friendly letters Keeping a diary Using a class-written outline	Dramatizing stories Dramatizing class-written plays Retelling stories from memory or from an outline Telephone etiquette	Compound words Prefixes: Un__, mis__, dis__ Finding the base word Spelling longer words
3 A Magic World * A Trip Around the World	Old legends and myths Selections on science and important inventions Survey of world geography Historical and biographical sketches from around the world	Writing fairy tales Writing poems (optional) Summarizing informational selections	Oral book reports Oral reading of own poems	Suffixes: __ness, __less, __ly, __er, __ful Shades of meaning Independent syllabication

SCOPE AND SEQUENCE CHART/GRADES 1 THROUGH 3

Dictionary and Research Skills	Sentence Structure	Usage and Style	Capitalization	Punctuation
Learning the alphabet Awareness of macron, breve, and one-dot symbol	Awareness of what a sentence is (through writing dictated sentences)	Homonyms	Names of people The word I First word in sentence	Period at end of sentence Question mark after a question
Finding words in and alphabetical list (Open Court First Spelling Dictionary) Awareness of syllables and accent	Singular and plural: glass, glasses; man, men; he, they	New homonyms Avoiding double negatives Avoiding has and is after plurals Avoiding fragmentary sentences Remembering the period between two sentences Using "a" and "an" correctly	First word in what somebody says Names of places Months of the year Days of the week	Quotation marks around the words somebody says Comma to set off the words somebody says Comma in date: July 4, 1776 Comma after "yes" or "no" at the beginning of a sentence Apostrophe to show letters left out: don't Apostrophe to show belonging: Jim's

SCOPE AND SEQUENCE CHART/GRADES 1 THROUGH 3
(Continued)

Dictionary and Research Skills	Sentence Structure	Usage and Style	Capitalization	Punctuation
Using a dictionary for definitions Awareness of several more diacritical marks Using a table of contents Arranging words in alphabetical order	Awareness of sentence structure: subject, verb, object Noun Pronoun Verb pattern: eat, ate, have eaten	New homonyms Patterns of several irregular verbs Speaking of self last: Cathy and I Speaking of other person first: you and Jane Avoiding too many "and's"	First word and important word titles: Mr., Mrs., Miss, Dr. Names of peoples and tribes Names of streets All words in the address on a letter First word of the greeting in a letter: Dear Doug Only the first word of the closing in a letter: Your friend,	Colon after name of speaker in a play Exclamation mark Comma between city and state Comma after the greeting in a friendly letter Comma after the closing in a letter

SCOPE AND SEQUENCE CHART/GRADES 1 THROUGH 3
(Continued)

Dictionary and Research Skills	Sentence Structure	Usage and Style	Capitalization	Punctuation
Using a dictionary for syllabication when writing Using reference books	Simple adjectives Simple adverbs Prepositions and their objects (prepositional phrases)	New homonyms New irregular verbs Using "those" and "them" correctly Using "well" and "good" correctly Paragraphing: Indenting Using a topic sentence Starting a new paragraph for a new speaker Keeping to the topic	First word in a line of poetry Initials	Hyphen Period after initials: J. P. Morgan Possessive form of plural nouns: boys', men's Comma to set off name of person you are talking to: Come here, John.

NOTE: Between the following red pages is the students' workbook for Level 1, Lesson 4.

Level 1 Lesson 4

Skill: Reading

"The Goose that Laid the Golden Egg" is on page 67 in the Gold Book. If you don't have a Gold Book, check the pocket of this lesson plan for the story.

Activity # 1

Read it to the class.

Practice first!

Activity # 2

The riddle should be fun — Try it!

Skill: Phonics

Activity #1

Teacher Time!!
Who will it be???

Using your green and yellow Phonics Response Cards do the response card drill in the Teacher's Guide To The Foundation Program, page 264.
* The Guide is on the Workshop Shelf.

Skill: Vocabulary

You will find your Spelling Words tucked inside your riddle.

Activity #1

Have you seen these before??....

legs, one, eating, him, makes, bring, back, three, in, comes, sat, upon

Good, write them twice and study for test on Friday.

Activity # 2

On the Workshop Shelf get Book A, Getting the Main Idea and complete on a separate sheet of paper Unit 3.

Skill: Literature

Activity # 1

Try a riddle! Think, now put it in your best handwriting.

Activity #2

Go over to the Workshop Shelf. M-M-M, let's see, this looks like a 'funny book:'

Wires and Tires

Read it!

Skill: Math

Activity #1

Writing time, in the back pocket, is apart of this lesson, but it might be more fun to do a set of math sheets.

Pick the stapled set from the Math box.

Activity #2

Try a math activity in the lesson pocket.

Hang it up!

Skill: Health

Activity #1

There is a Bunny waiting for you - Read, Eat A Good Breakfast, in the pocket, and see who the Bunny is.

Activity #2

Make David look handsome in the soft colors you use to color his food and him.

* Would you find a Bunny on a farm?.

Skill: Geography

Activity # 1

Read the poem "Cocks Crow In the Morning," in Reading Is Fun. In what kind of neighborhood would you find a rooster?.

* Look at the picture.

Activity # 2

Do Word Study Exercise, parts I, II, and III on page 103 in Reading Is Fun.

In what area of the farm would

-6-

you find the foods in Part I?
List them.

Activity #3

Get the filmstrip and record, "Beginning to Use a Globe." Use your crayons and draw a globe.

Activity #4

Do the Word Study Exercise on page 97 of Reading Is Fun.

* Did you head up your paper?

Skill: Art

Activity # 1

Draw a pretend map of a farm community. Show: houses, a barn, roads, a tractor, a truck, cars, people, animals.

Activity # 2

"After rain, Comes sunshine"

Illustrate this saying!

Activity # 3

Check the table of contents and find other stories about animals that live on a farm in _Reading Is Fun_. Be sure to use your

Words to Watch and make your favorite animal out of clay.

Skill: Written Expression

Activity # 1

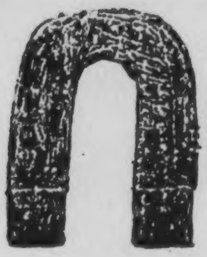
If you lived on a farm what would be the first thing you did in the morning after getting up?.

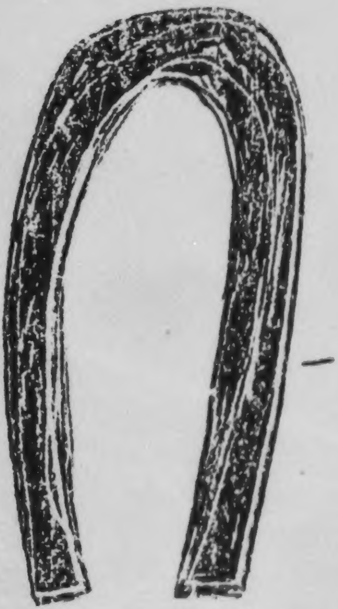
Tell what your day would be like if you lived on a farm.

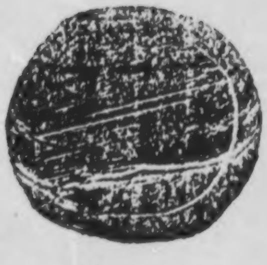
-9

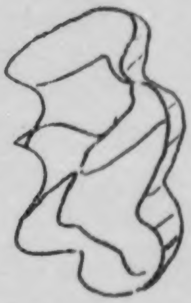
Magnets

- Bar magnet


- U magnet


- Horseshoe magnet


- Disc magnet


- Lodestone - {a natural magnet}.

Magnets

)Name some things magnets will pickup

1).　　　　3).

2).　　　　4).

2). Will magnetism pass through glass? ______.

3.) What are the two poles of a magnet called ?

a) The ______ pole . b) The ______ pole.

4) Name a permanent magnet.

______________.

5.) I s a lodestone a natural magnet? __________

AVAILABLE RESOURCES FOR DEVELOPMENT OF EACH OPEN CLASSROOM LESSON PLAN

Use of Specialists

Teacher-made Materials:

- forms
- charts
- diagrams
- spirit masters
- bulletin boards
- cassettes
- experience chart stories
- tests
- puzzles
- video taping
- games
- task cards
- mobiles

Teacher's Guides:

Textbooks

- History
- Math
- Music
- Social Studies
- Literature
- Science
- Health
- Art
- Reading
- Dictionaries

Workbooks

- Phonics
- Reading
- Math
- Science

Films:

- filmloops
- filmstrips
- filmstrips with records/cassettes

Library Reference Books:

- encyclopedia
- atlases
- library books
- study prints
- plastic models

Records:

- commercial
- educational

Spirit Masters:

- commercial

Television Programs

Newspapers:

- daily and Sunday
- leaflets

Magazines:

- adult and children

Weekly Reader

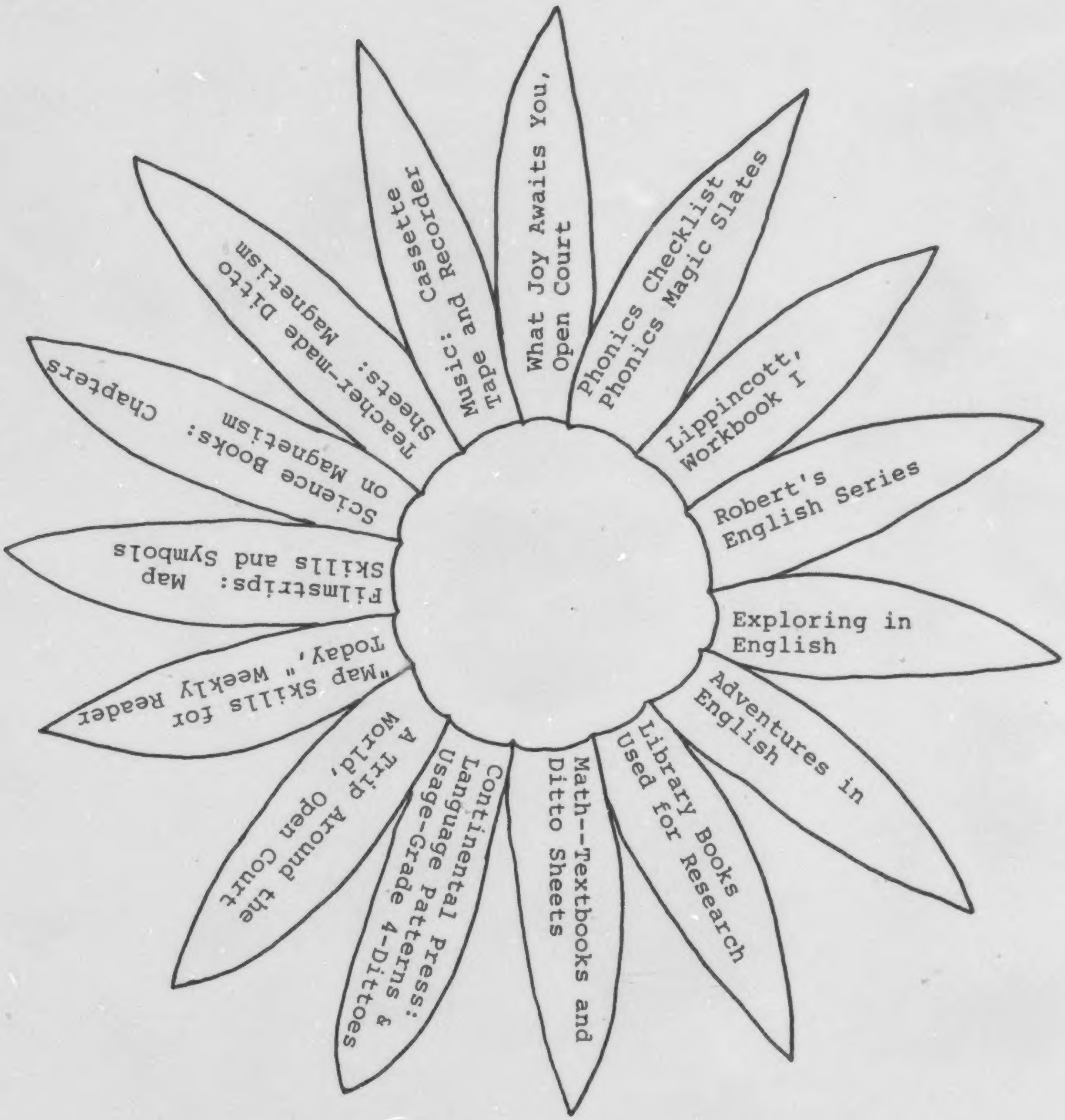

What Joy Awaits You, Open Court
Phonics Checklist
Phonics Magic Slates
Lippincott, Workbook I
Robert's English Series
Exploring in English
Adventures in English
Library Books Used for Research
Math--Textbooks and Ditto Sheets
Continental Press: Language Patterns & Usage-Grade 4-Dittoes
A Trip Around the World, Open Court
"Map Skills for Today," Weekly Reader
Filmstrips: Map Skills and Symbols
Science Books: Chapters on Magnetism
Teacher-made Ditto Sheets: Magnetism
Music: Cassette Tape and Recorder

Chart 3

Open Classroom Lesson Development
(Levels IV to VI)

SKILLS: REVIEWED AND REINFORCED

Reading

Types of Reading:

- poetry
- short stories
- myths
- proverbs
- folktale
- content reading

Oral Reading
Silent Reading
Capitalization
Compound Words
Oral Pronounciation--Speech
Discussions
Listening
Comprehension Questions--Oral and Written
Writing Sentences and Paragraphs

Vocabulary

- Diacritical Marks
- Syllabication
- Synonyms
- Alphabetical Order
- Pronounciation Key

Study Skills

- Locating Information
- Use of Table of Contents
- Use of Glossary
- Use of Index
- Use of Dictionary
- Use of Card Catalog
- Library Science

Organization Skills

Scope and Sequence--Levels IV to VI

The Open Court Correlated Language Arts Program is designed so that all phonetic elements have been introduced and hopefully mastered by the end of book 1:2. The basic approach to learning during the Foundation Program is multi-sensory. Skills needed in other areas of this program are taught simultaneously with the introduction of each new phonetic element. All the skills needed for a solid reading foundation are completed by the end of book 3 (see Scope and Sequence Chart).

Because of this facet of the Open Court program, it was necessary to repeat areas in the teaching of the basic skills and to place them into our open classroom lesson plans (levels IV to VI). They became an automatic remediation program. The Scope and Sequence Chart used for grades 1 to 3 was also used for the open classroom lesson plans (levels IV to VI).

SAMPLE

Step 1

Words to Watch (teacher directed). The Words to Watch are words the students may find difficult to pronounce or comprehend. They include, as well, proper nouns and proper adjectives. Where the definitions given in the Guide cover more than one of the usual meanings of the words, there is an asterisk (*) before the one applicable to the day's reading.

The technique for teaching the Words to Watch is most commonly to:

(a) write them on the board in syllables, with their diacritical marks;

(b) help individual students to pronounce them;

(c) use them in illustrative sentences;

(d) ask students to define them from their own prior knowledge or by inference from the teacher's illustration;

(e) refer students to their dictionaries if they cannot guess what the words mean.

There are, however, a number of other ways in which to present Words to Watch. For example:

(f) The class might be asked to guess what the story on page 338 of the Reader is about after dealing with the words "migration," "phoebes," "ecologist," "tundra," "species," and "lemmings."

(g) The words might be assigned to a student or students on the previous day, with instructions that the words and their definitions be presented orally to the class before the story or poem is read.

(h) The teacher may give synonyms, antonyms, or homonyms for the words and call for volunteers to answer, or devise a game in which right answers count for points.

(i) The teacher or students can put the words on the board unsyllabicated and without diacritical marks and then pronounce and/or define them.

(j) Students should sometimes be required to read the story in their texts without advance preparation, then asked to offer definitions of the unfamiliar words so that they become accustomed to using context clues in everyday situations. Words they cannot puzzle out from context should be looked up in the dictionary.

(k) The teacher may give definitions of the Words to Watch as the students look at the list in their texts and try to guess which word is being defined.

(l) The teacher may simply say the words and write them on the board while introducing the story, particularly in instances when it is thought that the students already know the words or if the words are too simple to warrant lengthy discussion. Some of the words included in the lists, for example, are purely regional in difficulty: they may be words concerned with farming, which city children will need explained, but which every child in rural areas will know. Do not spend unnecessary time on words with which your students are familiar.

Step 2

Add to each previously taught direction as the class develops.

Step 3

Techniques used for spelling log (child directed):

(a) list words and alphabetize them;

(b) divide into syllables;

(c) phonetic respelling and diacritically mark them;

(d) define;

(e) put into a sentence;

(f) table of contents;

(g) cover page.

NOTE: Between the following yellow pages is the students' workbook for Level 4, Lesson 1.

Level 4 Lesson 1

Skill: Reading

Your reading will be in What Joy Awaits You, Open Court, pages 2 to 13.

This lesson has four short stories.

Activity #1

Read the stories, list their titles and authors.

Activity #2

Check each group of Words to Watch. Place them on the blackboard (if possible - if not on paper). -1-

Put in the accents, diacritical marks and divide them into syllables.

Get your teacher to check this work and listen to you pronounce the words.

Copy them in your notebook.

Activity #3

Complete the comprehension questions at the end of each chapter. Label each paper with the title of the story and its author.

Write the question and indent the answer.

Activity #4

Discussion

Ask your teacher to discuss each story with you. Be sure to read the story.

Activity #5

Put all the above activities in a booklet.

Make a table of contents for your Words to Watch and make a glossary

Check the glossary in the back of your book for correct form.

* You'll need to do dictionary work.

Skill: Vocabulary

Activity #1

Use your Words to Watch as your vocabulary words. Write them in a list and find a synonym for each word.

Activity #2

Use each of your spelling words in a sentence

Activity #3

Use six of the spelling

words and write your own paragraph using them.

Skill: Phonics

Activity #1

Use the Phonics Checklist to find which areas you need help in. Select 4 magic slates from that area to complete.

* Get them checked by the teacher as you complete them. Make sure he/she makes a note of it.

* See that you make a note of it for the portfolio.

Activity #2

In workbook I of Lippincott, there are several review pages. Do compound words: page 51, 55, 67, 68, 69 and 70.

Activity #3

Get ditto sheet A. "Is it true that an ant can carry its own weight?" from the English Box.

Complete it.

* If you need help ASK!

Skill: English

Activity #1

Get Lippincott's Basic Redding Workbook - Book I. Head up your paper for English and complete page 118. Read the directions thoroughly.

*Do you need any help?

Activity #2

Read carefully and complete the exercises in "The Robert's English Series" Book 5, pages 4 and 5.

Activity #3

Read pages 104 and 105 in Exploring in English (orange book)

Complete the exercises both oral and written on page 105.

Activity #4

Head up your paper for English. Copy the following sentences. Underline the subject in red, circle the verb, draw a box around the object of the sentence.

1. Liesi was cutting hay.
2. Her husband was frying sausages.

3. He filled his mug with cider.

4. Then he heard a noise.

5. His little dog had Stolen the sausages.

6. Fritzl chased the dog.

Activity #5

Go to the English Box and get activity sheet 4A to be completed.

Activity #6

Read chapter 4 in Adventures in English (orange book)
Complete all written activities in this chapter.

* Use the English Box to help. Get activity Sheets 5A, 6A, 7A and 8A.

Skill: Literature

Activity #1

Carefully read the story: "The Greek Gods" in _What Joy Awaits You_, Open Court.

Activity #2

Illustrate all your answers to the questions at the end of the story.

Activity #3

Read the poem, "Windy Nights" by Robert Louis Stevenson in What Joy Awaits You.

Activity #4

Make a black and white sketch of what this poem is about

Activity #5

What is a Greek myth?

Write a definition.

Activity #6

Find an Indian myth in What Joy Awaits You.

Read it carefully.

Think! Compare it to a Greek myth and answer the following questions on paper.

1. Are they the same?
2. How are the different?
3. What is the theme (main idea) of the Greek myth.?
4. What is the theme (main idea) of the Indian myth?

Skill: Math

Activity #1

From the Math Box complete 5 worksheets under Numeration and Whole Numbers, Level 4.

Activity #2

Read in your math book the unit on Area. Complete one written activity in that unit.

Activity #3

Measure and chart the area of the following:

1. your desk
2. the radiator
3. your chair

Skill: Written Expression

Activity #1

Re-read "Gone is Gone" in What Joy Awaits You. In your own words re-tell the story in a different way. Tell how Fritzel could have avoided all the accidents he had.

Activity #2

Read the proverb at the -14-

bottom of page 16.

In your own words give an example of what that proverb means.

Skill: Science

Activity #1

Read "Sir Isaac Newton and the Apple" in What Joy Awaits You, Open Court.

Copy and answer the questions at the end of the story.

Activity #2

Check your science book and read the chapter on magnetism.

* Do not forget to check the library for more information on magnets.

Activity #3

Complete the two sheets on magnets in the pocket in the back of this lesson plan.

* One is a reading sheet and one is a writing sheet.

Skill: Geography

Activity #1

Complete pages 22 to 28 in Map Skills for Today.

Do your work on a seperate sheet of paper.

* Refer to A Trip Around the World.

Activity #2

Do pages 6 to 9 in Map Skills for Today on a seperate sheet of paper.

Check filmstrips on Map Skills for Map Symbols.

Skill: Art

Activity #1

Refer to "Gone is Gone" in What Joy Awaits You.

Use a sharp pencil (or pen and ink if available) and pick one of the pictures in that story to illustrate.

* Do more than one picture if you have the time.

Activity #2

Find a book on Indian Arts in the library.

Read through the book.

Select one art activity and complete it using the materials in the class.

* The art specialist might enjoy helping you with this project.

Skill: Music

Activity #1

Read "The Arrow and the Song" in What Joy Awaits You.

Take a sheet of paper and write the lyrics (words) to your favorite song.

Share your song with a friend.

* Get a copy of the record to play in school.

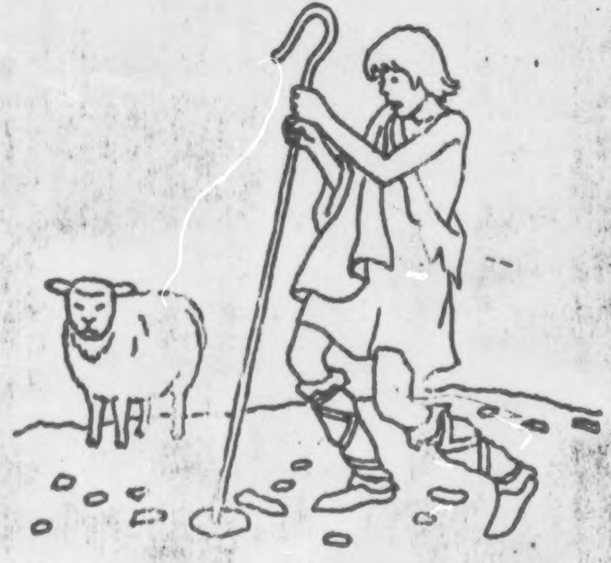
Skill: Library Science

Activity #1

From the English Box get Activity Sheets 1A, 2A and 3A to be completed.

ACTIVITY SHEETS USED FOR LEVEL 4--LESSON 1 nuity Sheet A

Where did the first magnets come from?



Long ago, people found strange black stones in the earth. These stones seemed to have magic powers. The stones pulled some things toward them. They pushed other things away. People believed that two spirits lived in the stones, one to pull and the other to push. These magic black stones were really natural magnets.

An old story says that a shepherd boy named Magnes discovered the first magic stone. Magnes had an iron tip on the bottom of his shepherd's stick. One day he found that the iron tip was held down by the black stones. From that time on the stones were called magnets, or so the story goes.

There were other tales about magnets. Some said that magnets could cure toothache. Other stories said that goat's blood or diamonds made the stones lose their special power.

But sailors discovered something true about magnets. One end of the magnet always pointed north. Sailors used magnets to steer their ships when they couldn't see the guiding stars. Perhaps this is why magnets were also called leading stones, or lodestones.

Magnets were so useful that people began to make their own. They rubbed a metal object against a lodestone to make a new magnet. Today we can make huge magnets by using electricity. We still don't know why magnets work. But we put them to work for us anyway. Every electric motor has a magnet in it. TVs, cars, and telephones all use magnets. We depend every day on the power that was first found in the strange black stones.

1. Mark the circle (○) beside the right answer. The main idea of the article is that ________.

○ magnets have an unknown power ○ sailors used magnets to steer ships ○ a shepherd boy found the first magnet

2. The article does not tell about the ____________ of natural magnets.

○ uses ○ color ○ stories ○ size

3. Magnets are ____________.

	True	False		True	False
sometimes called lodestones	○	○	made of diamonds	○	○
used in electric motors	○	○	cures for toothaches	○	○

4. Circle the paragraph number that tells how magnets can be made. 1 2 3 4 5

5. Write the word from paragraph 3 that means heal. ____________

6. USEFUL is to HELPFUL as guiding is to ____________. Think how the first two words go together. Then mark the word that will go with guiding in the same way.

○ losing ○ leading ○ using ○ rubbing

7. The article does not say, but we can decide that ____________.

○ the story of Magnes may not be true
○ you must know why something works in order to use it
○ natural magnets pull harder than magnets made by electricity

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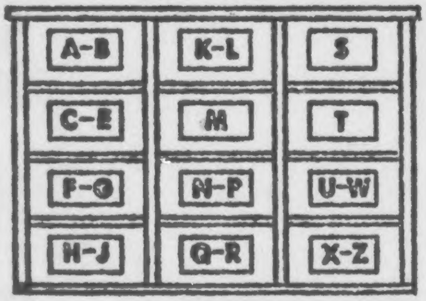
ACTIVITY SHEET 1A

Writing a Report (Using the Card Catalog)

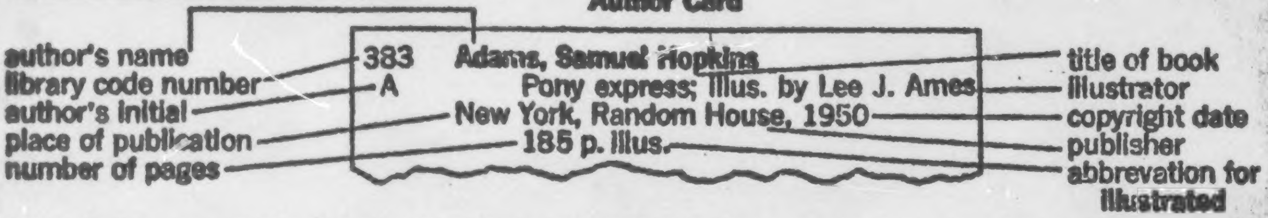
Card Catalog


A–B
K–L
S
C–E
M
T
F–G
N–P
U–W
H–J
Q–R
X–Z

Once you learn how to use the card catalog in your library it can help you do the work necessary for writing a good report. The card catalog is an index to all the books in the library. The catalog is made up of cards that are filed alphabetically. These cards are kept in drawers that are also arranged alphabetically.

There are three kinds of cards in the card catalog: author card, title card, and subject card. Sometimes there is another one called the cross-reference card.

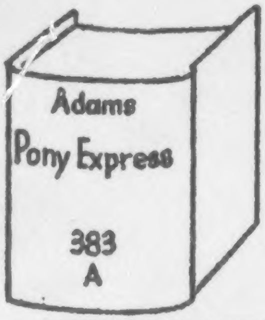
Author Card


author's name
library code number
author's initial
place of publication
number of pages
title of book
illustrator
copyright date
publisher
abbrevation for
illustrated

383 Adams, Samuel Hopkins
A Pony express; illus. by Lee J. Ames
New York, Random House, 1950
185 p. illus.

List below some of the information given about the book represented by the card above.

1. author ____________________
2. title ____________________
3. publisher ____________________
4. illustrator ____________________
5. number of pages ____________________
6. library code number ____________________


Adams
Pony Express
383
A

Nonfiction books are arranged on the shelves according to the library code number. Circle the library code number on the card above and on the book spine at the left. The numerals tell you to look for Pony Express on the shelf with books labeled in the 300's. When you find where the numeral 383 is located, you may discover many books with this number. The books are arranged alphabetically by author's initial within this number. Therefore, look alphabetically for A and then Adams to locate Pony Express.

What information from the author cards below would you find on the spines of their corresponding books? Write this information in the spaces provided.

7. 785 Balet, Jan
B What makes an orchestra; stories and pictures by Jan Balet
New York, Walck, 1951
41 p. illus.

8. 788 Kettelkamp, Larry
K Flutes, whistles, and reeds; written and illus. by Larry Kettelkamp
New York, Morrow, 1962
49 p. illus.

9. 599 Zim, Herbert S.
Z The big cats; illus. by Gardell D. Christensen
New York, Morrow, 1955
60 p. illus.

7. ____________________

8. ____________________

9. ____________________

ctivity SHEET 2A

Writing a Report (Using the Card Catalog)

633 About grasses, grains and canes
U **Uhl, Melvin John**
About grasses, grains and canes;
illus. by Carol Rogers
Chicago, Melmont Pubs., 1964
48 p. illus.

If you do not know of any specific book on a certain subject, you can look for one under that subject. A subject card has the subject of the book typed on the line above the author's name. Therefore, if you want a book on dogs, look under DOGS. You must, however, always look under a general topic rather than a more specific one. So, if you want information about the Navaho Indians, look under the general term INDIANS.

NAVAHO INDIANS
SEE
INDIANS

If you know the title of a book but do not know the author, look for the title card in the card catalog. The title card is exactly like the author card except for one thing. In addition to appearing on the line after the author's name, the title has also been typed in the space above the author's name. Thus, the title is the top piece of information on the title card.

636 DOGS
B **Borland, Hal**
The dog who came to stay;
Philadelphia, Lippincott, 1951
192 p.

Sometimes you will find a card that says SEE or SEE ALSO. This is a cross-reference card. It tells you to look under the word following SEE or SEE ALSO, which is a related subject or more general term.

Choose two library books and list the following information about them:

1. author ______________ ______________
2. title ______________ ______________
3. illustrator ______________ ______________
4. place of publication ______________ ______________
5. publisher ______________ ______________
6. copyright date ______________ ______________
7. number of pages ______________ ______________
8. library code number ______________ ______________
9. author's initial ______________ ______________
10. subject ______________ ______________

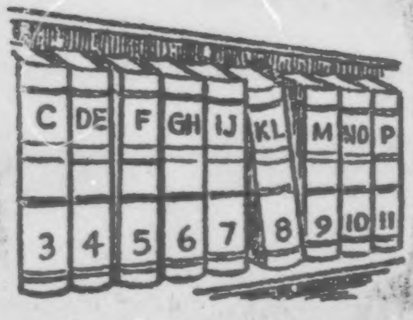
Make a title card with the information from one of the books and a subject card from the other.

Title Card	Subject Card

On a separate 3 x 5 card make an author card for a book of your choice. Remember that the author card will look just like the title card above except that the first line, which contains the title, will be omitted.

. . . , SHEET 3A

Writing a Report (Using the Encyclopedia)



Mary wants to write a report about names. The encyclopedia is a good reference book for this, as well as for many other subjects. Like a card catalog, the encyclopedia uses an alphabetical order of titles and cross references. For example, Mary first looked for her general topic names in Volume 10, labeled NO. At the end of this article there was a cross reference to *Chinese customs and names*. So she also looked in Volume 3, labeled C. In this article there was a cross reference to an article about magic. What is the number of the volume in which she will find the article on magic? ________

Note how Mary wrote two sources of information:

Compton's Encyclopedia, "Names and Where They Come From," Vol. 10, pp. 3–5.
Britannica Junior, Vol. 11, pp. 2–3.

In the second source above there was no title for the article. The information was given in the encyclopedia under the heading **NAMES, PERSONAL.** Write the following sources of information from encyclopedias as they should appear at the top of notes.

1. Page 113, Vol. 4, "Colonial Life in America," World Book Encyclopedia
____
2. Pages 9–16, Vol. 9, Colliers Encyclopedia
____
3. Page 239, Vol. 5, Britannica Junior
____

Read Mary's final report.

Some Ways Our Last Names Came to Be

There were many different ways surnames might have developed. A man's family name might have come from his father's name. John, the son of William, became John Williamson. In Ireland, Charles, the son of Brian, eventually was known as Charles O'Brian.

A natural way to identify a certain individual was through his occupation. To tell John, the baker, apart from John, the carpenter, friends began saying John Baker. It is not hard to guess that Charles Shoemaker was the man who made and repaired the neighbor's shoes.

Another way to separate various people with the same given names was to add the place where they lived. John, who lived by the temple, became John Temple; and Charles, who lived by the forest, became Charles Forest.

There were many other ways that people received surnames. If yours was not listed, perhaps you will want to read to find out how your last name came to be.

Below are the main topics and subtopics that Mary used for her report. Put the topics in their proper order at the right in outline form.

- Some names came from a man's occupation
- John, the son of William, became John Williamson
- Charles, the shoemaker, became Charles Shoemaker
- Some names came from the place a man lived
- John, the baker, became John Baker
- John by the temple became John Temple
- Charles by the forest became Charles Forest
- Charles, the son of Brian, became Charles O'Brian
- Some names came from the father's name

Some Ways Our Last Names Came to Be

____
____
____
____
____
____
____
____
____

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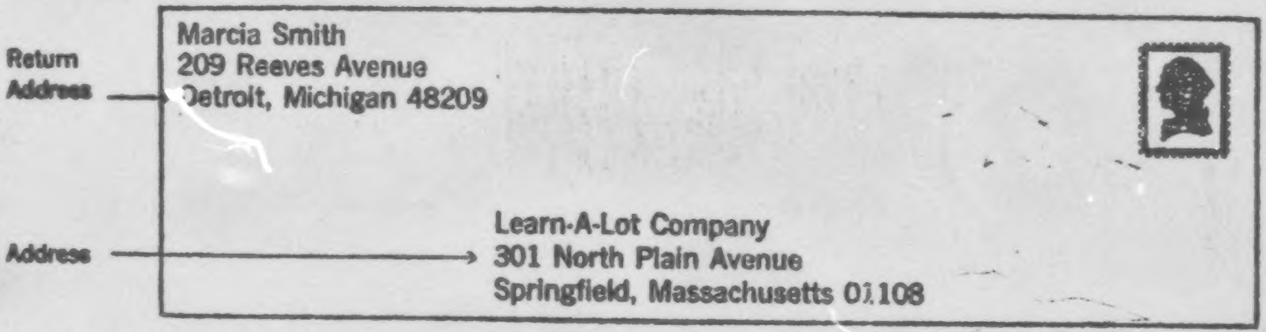
ACTIVITY SHEET 4A

Writing Letters and Addressing Envelopes

You will note that two addresses usually appear on the envelope of both business and friendly letters. The return address is the address of the writer, and the address is that of the company or person to whom you are writing. Study the envelope below.



Return Address

Marcia Smith
209 Reeves Avenue
Detroit, Michigan 48209

Address

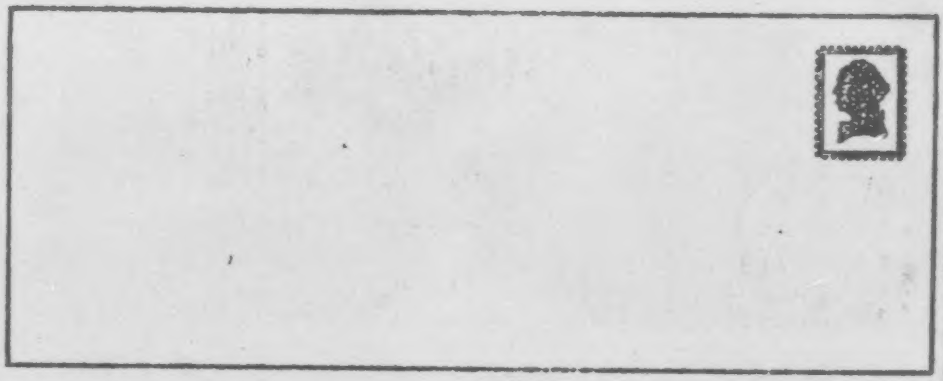
Learn-A-Lot Company
301 North Plain Avenue
Springfield, Massachusetts 01108

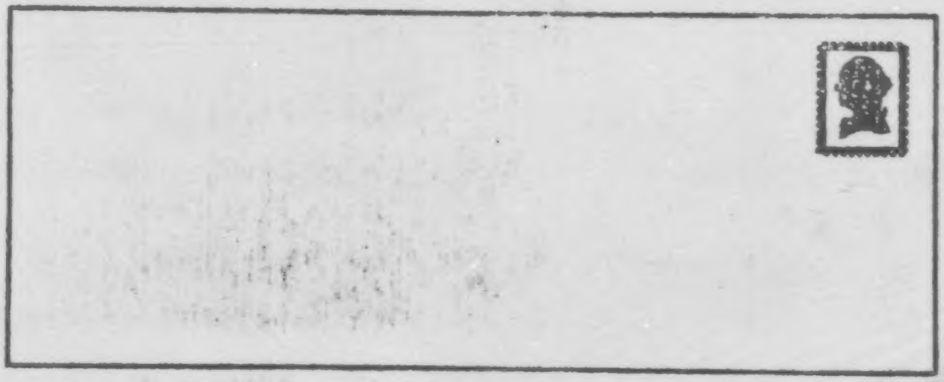
Reminders for addressing an envelope:

1. The return address belongs in the upper left-hand corner of the envelope.
2. The address is the same as the inside address of a business letter.
3. The zip code is used in both the return address and the address on the envelope. The zip code follows the name of the state.
4. Your handwriting should be neat and clear to insure delivery of the envelope.

Address the first envelope below to the person to whom you wrote a thank-you note and the second to the company you wrote the business letter to in the last lesson. Keep your writing or printing neat and in straight lines. Be sure to proofread your work.

LETTERS
MAIL





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Activity Sheet 5A

Improving Your Sentences (Using Comparisons)

Mother and Deanna stopped before a large painting. "What does it make you think of?" asked Mother.

"It looks like an explosion in a paint factory!" Deanna laughingly replied.

Is Deanna's description a good one? Does it help you to "see" the painting? Comparisons are often used to get ideas across in an interesting way. Underline the two things compared in each sentence—A, B, and C—below. Notice that comparisons can be introduced by such words as like, as, or than; or you can say that one thing reminds you of something else.

A. Her skin was smoother than black satin.
B. The shoes in Jody's closet were lined up as straight as soldiers.
C. Peggy's sudden smile reminded me of the sun coming out from behind a dark cloud.

Complete the sentences below with expressions that you have not heard used before. Be sure the two things being compared have at least one thing in common. In each case one comparison has been placed for you.

When the scolding was over, Sam's insides felt like:
1. boiling water
2. ______
3. ______
4. ______

The flames from the fire reminded me of:
5. leaping grasshoppers
6. ______
7. ______
8. ______

The soft strains of the beautiful organ music made me feel as peaceful as:
9. a still summer morning
10. ______
11. ______
12. ______

Toni's new vinyl boots are shinier than:
13. wet tar
14. ______
15. ______
16. ______

The sentences below have been started by giving you one of two things to be compared. Choose from among the four ways shown on this page to begin a comparison, and think of a different and unusual idea for completing each one. Use each of the ways to begin a comparison several times. The first one is done for you.

17. When I emerged from the tub, my wrinkled fingers looked like an eroded mountainside.
18. The snow-white kitten ______
19. When she saw what had happened, the look on her face ______
20. From the pictures I've seen, the moon's surface ______
21. My mother's kitchen ______
22. After the snowstorm, the city ______
23. The colors of the flowers ______
24. As we gingerly stepped into the lake, the water ______
25. The stars glittering in the black night ______

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ACTIVITY SHEET 6A

Improving Your Sentences (Using Comparisons)

Sometimes a writer makes use of a comparison not introduced with the words like, as, than, etc. Look at this example:

A. When my little brother stays up late, he's a bear.

Like other comparisons, sentence A talks about two things that are generally unlike but have at least one thing in common. How would a tired child and a bear be alike? ____________________

Since everyone knows that both a bear and a sleepy child can be cross and difficult to handle, we don't have to say He snaps at us like a cross bear. or He's as growly as a bear. We can say that the child is a bear.

Complete each sentence below with a comparison selected from the list at the right as was done in the first one.

1. The moving clouds are puffs of whipped cream. ______ a golden waterfall
2. When the swimming pool is open, I am ______ a soft white blanket
3. The croak of a frog is ______ puffs of whipped cream
4. Your horse's sleek coat is ______ a lonely crystal ball
5. The colors of fall are ______ playful children
6. I think the moon is ______ a noisy foghorn
7. In the black night the trees could have been ______ a black velvet glove
8. The new snow will be ______ a brilliant rainbow
9. Porpoises are ______ sentinels
10. Ellen's blonde hair is ______ a fish

Create your own comparisons to complete the sentences below. Put your imagination to work and think of unusual comparisons. The first one is done for you.

11. As I looked out the plane window, the cars below were busy ants.
12. My brother's new kitten is ______
13. When the shadows move along the wall, they are ______
14. The two truck lights whizzing toward us were ______
15. When my father is angry, his eyes are ______
16. If she is in a bad mood, she can be ______
17. The cake of soap in the bathtub was ______
18. The tall basketball players were ______
19. The stars in the sky are ______
20. When my aunt sings, she is ______
21. After the insulting speech, the senator's face was ______

Write two original sentences using comparisons like the ones on this page.

22. ______
23. ______

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ACTIVITY SHEET 7A

Writing Friendly Letters

Writing a thank-you letter is an excellent way of showing your appreciation for something someone has done for you. Study the five main parts of the thank-you or friendly letter below. Note the margin on the left and right. Where are the closing and the signature written in relation to the heading? ____

Heading → 9 North Feathering Road
Media, New York 12502
December 29, 19___

Greeting → Dear Gary,

Body → Thank you for inviting me to spend a few days with you and your folks during the holidays. I thought the gifts you received were great, especially your new scatcar race set. I hope that next year we will be able to meet often because I have such a good time whenever we get together.

Please tell your mother and dad how much I appreciate everything they did for me.

Closing → Your good friend,

Signature → Don

Complete the following sentences about the friendly letter:

The part of the letter that says "hello" is the ________________, and the part that says "good-bye" is the ________________. The greeting and the closing are always followed by a ________________. The writer's address is called the ________________ and is written in the ________________ ________________ corner of a letter. Always leave a ________________ on the left and right of a letter. The ________________ should always be handwritten, even if the letter is typed.

On the space provided below write a thank-you letter to a friend or relative who has done something nice for you.

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CTIVITY SHEET 8A

Writing a Report (Outlining)

Outlining helps you to organize your ideas and notes before you write a report. Read the note card below. Study the outline made from it at the right.

King, Lowell, How to Write a Report, pp. 60–62
Choose a topic of special interest to you
Take notes from various sources
    encyclopedias and other reference books
    magazine and newspaper articles
    interviews with experienced people
    personal knowledge
Prepare outline
    most important points chosen for main topics
    information about main topic put in subtopics
    when main topic divided, always include at least two subtopics
    don't include all words from notes

How to Prepare an Outline

I. Choose a topic
II. Gather information
    A. Rely on encyclopedias
    B. Refer to other reference books
    C. Use magazine and newspaper articles
    D. Get interviews
    E. Draw on personal knowledge
III. Prepare an outline
    A. List most important parts for main topics
    B. List information about main topics in subtopics
    C. Include at least two subtopics for each main topic

Complete these sentences about the outline above:

The main topics are preceded by ______________ ______________. The ______________ are indented. They are preceded by ______________ ______________. One idea listed in the notes but not included in the outline is ______________________________

Read the notes below that were taken from a report on Mexican dress. Study the form of the outline that is to be developed from the notes. Complete the outline by forming main topics and subtopics from the notes and correctly placing them in the space provided. A few phrases have been placed for you.

Men in rural areas and villages wear plain clothing for everyday
    nearly always wear a white cotton suit
    sometimes wear serape, a blanket decorated with Indian designs
    usually wear sandals and large straw hat called sombrero
Women wear even plainer clothing than men for everyday
    nearly always wear a loose cotton blouse and a long full skirt
    sometimes wear shawl called a rebozo
    usually go barefooted
Men and women wear beautifully decorated costumes for special occasions
    men wear the charo suit—short jacket, tight riding breeches, and sombrero
    women wear a china poblana—full skirt, blouse, and silk rebozo

Dress of Mexican People

I. Clothing men wear for everyday
    A. Nearly always wear white cotton suit
    B. ______________________________
    C. ______________________________
II. ______________________________
    A. ______________________________
    B. ______________________________
    C. ______________________________
III. ______________________________
    A. ______________________________
    B. ______________________________

POCKET MATERIAL FOR LEVEL 4--LESSON 1

Writing Time

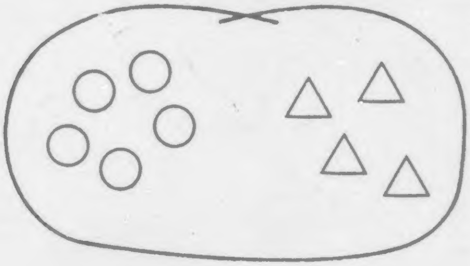
Answer these questions on a separate sheet of paper:

1. What time do you get up?
2. What time do you go to school?
3. What time is recess?
4. What time is lunch?
5. What time do you go home from school?

Now! Use the clock stamp →

Stamp out 5 clocks.
Draw hands on the clock
to show the times for the
questions you have just
answered.

Solve the equations.



5 + 4 = ☐

8 + 1 = ☐

9 − 9 = ☐

6 + 2 = ☐

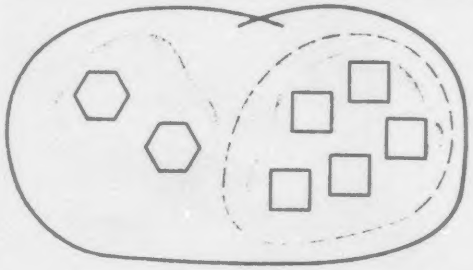
6 + 3 = ☐

8 − 2 = ☐

9 − 2 = ☐

5 + 3 = ☐

9 − 6 = ☐



7 − 5 = ☐

7 + 1 = ☐

8 − 4 = ☐

9 − 4 = ☐

3 + 5 = ☐

8 − 3 = ☐

9 + 0 = ☐

4 + 5 = ☐

9 − 3 = ☐

All Rights Reserved

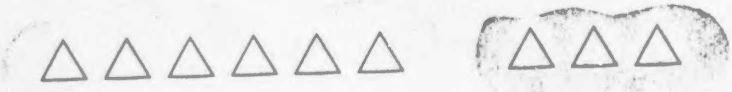
Complete each table.

Subtract 4	
8	
7	
9	

Add 3	
5	
4	
6	

Subtract 3	
9	
3	
6	

Write 4 equations.



___ + ___ = ___   ___ + ___ = ___

___ − ___ = ___   ___ − ___ = ___

Put > or < in each .

6 < 7

2   9

1   0

★6 − 1   6

★6 + 1   6

★7 + 1   9

Complete each inequality with 27 or 83.

16 < ____

29 < ____

____ > 75

67 > ____

____ > 67

67 < ____

____ < 67

10 < ____

90 > ____

Complete each inequality with 6 or 92.

23 > ____

41 < ____

87 > ____

12 < ____

12 > ____

____ > 12

____ < 12

____ > 9

____ < 9

Complete each inequality with 35 or 60.

67 > ____

____ < 38

____ < 60

35 < ____

33 < ____

55 < ____

____ > 40

____ > 59

____ > 10

ts Reserved

★

Put X beside each number that is less than 54.

38 ___
53 ___
71 ___
27 ___
54 ___
6 ___
19 ___
91 ___
60 ___
0 ___
44 ___
55 ___

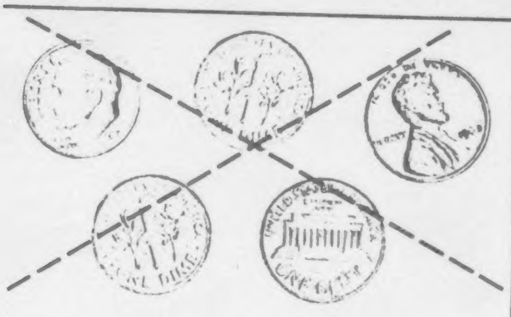
Put X beside each number that is greater than 38.

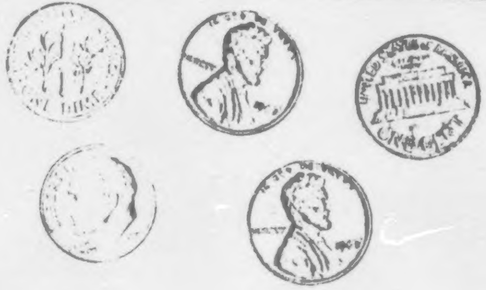
38 ___
53 ___
71 ___
27 ___
54 ___
6 ___
19 ___
91 ___
60 ___
0 ___
44 ___
55 ___

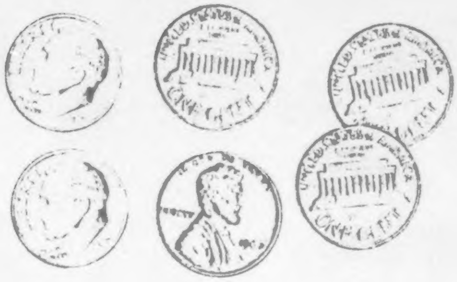
Put X beside each number that is both greater than 38 and less than 54.

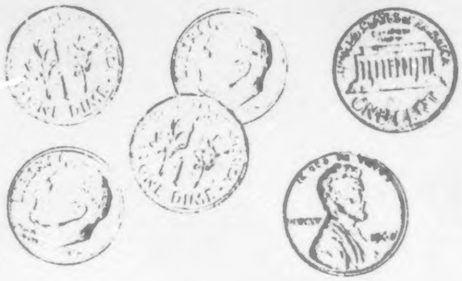
38 ___
53 ___
71 ___
27 ___
54 ___
6 ___
19 ___
91 ___
60 ___
0 ___
44 ___
55 ___

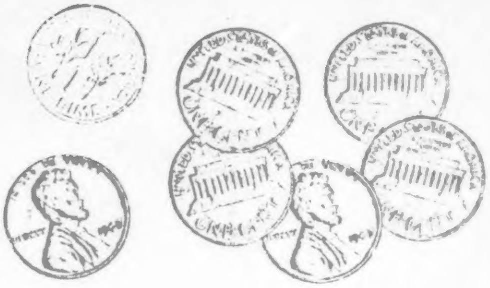
Mark the collection that is worth more.

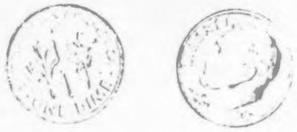


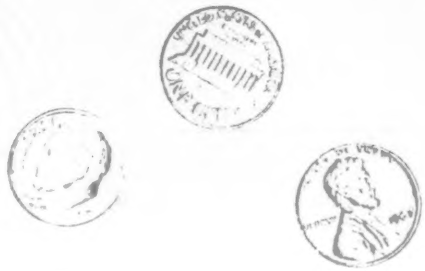


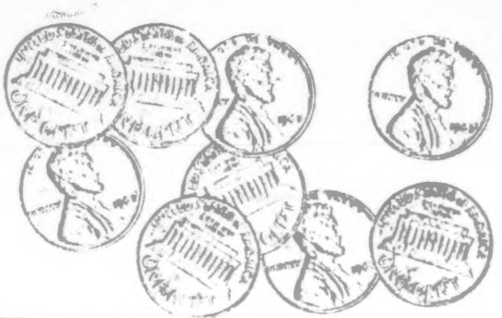






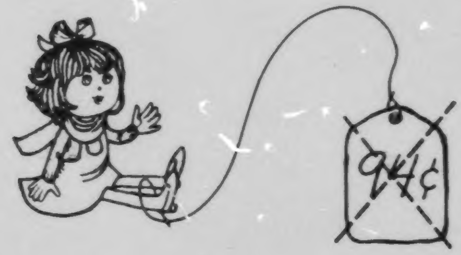


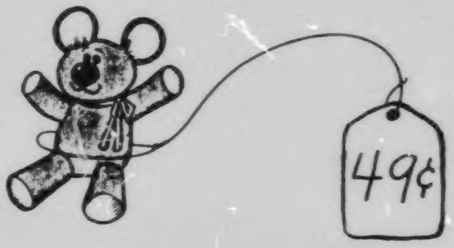


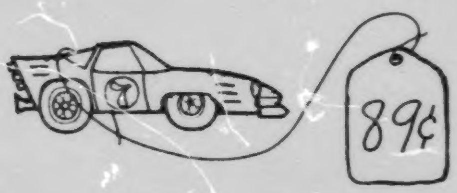


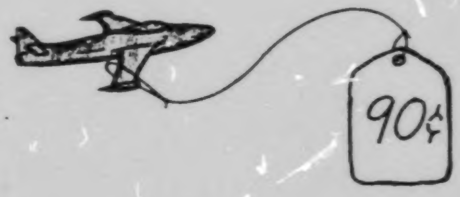
Reserved

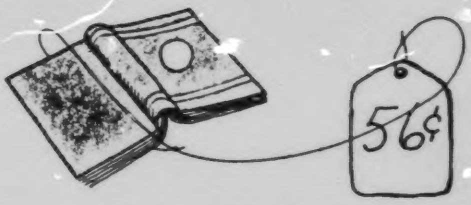
Which costs more?

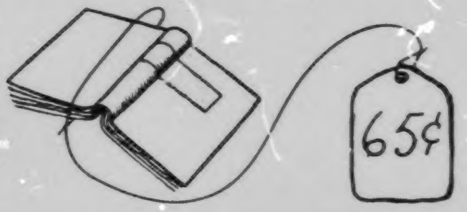


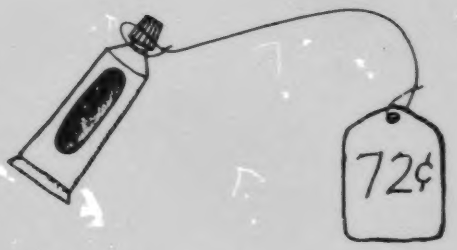


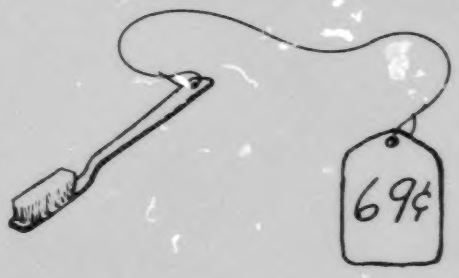


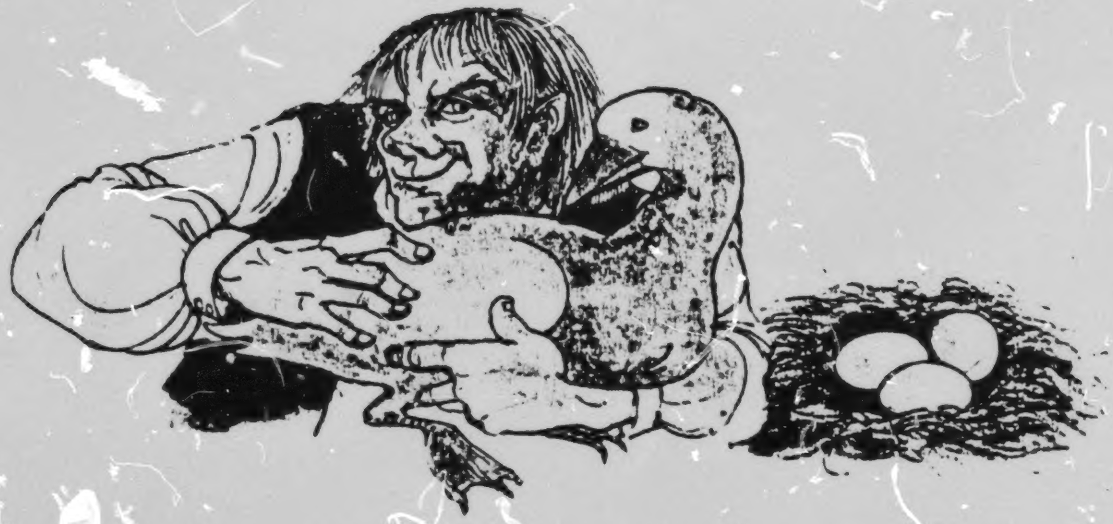












The Goose That Laid the Golden Eggs

One day a goose laid a golden egg. The man who owned the goose was very happy.

Each day it laid another golden egg.

"I shall be rich," said the man.

But he was greedy.

"This goose must be stuffed with gold," he said. "I shall cut it open to see."

And he did. But there was no gold inside. The goose was just like other geese.

"What a fool I am!" said the man. "I have killed the goose that laid the golden eggs."

At the end, the man felt— ☐ rich ☒ sad

I do not like thee, Doctor Fell;
The reason why I cannot tell;
But this I know, and know full well;
I do not like thee, Doctor Fell!

☆ ☆ ☆

Two legs sat upon three legs,
Eating one leg.
In comes four legs and runs away with one leg.
Up jumps two legs, catches up three legs,
Throws it after four legs,
And makes him bring back one leg.

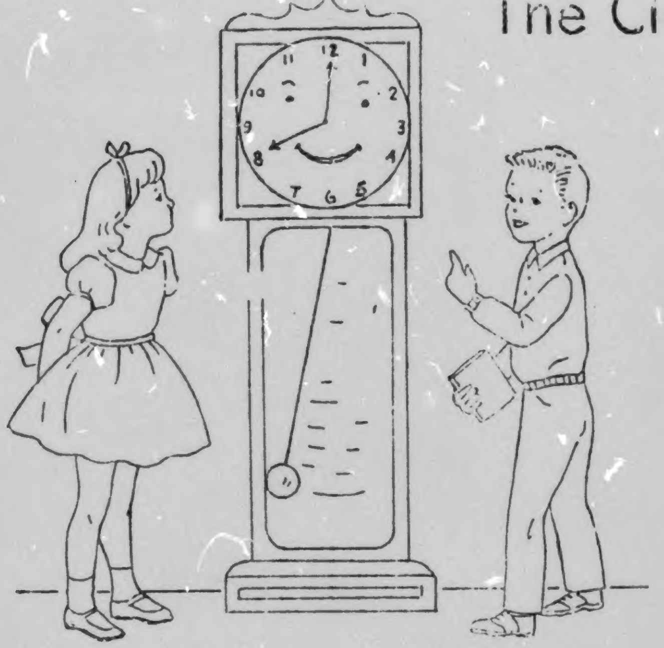
☆ ☆ ☆

After rain comes sunshine.

A	sup	☐	drum	☐	scrub	☒
	supper	☒	drummed	☐	brush	☐
	trust	☐	dug	☒	scrubbrush	☐
B	fun	☐	hung	☐	tȯday	☐
	plum	☒	hunger	☐	tȯnight	☒
	pluck	☐	hungry	☒	tȯgether	☐

Extra Worksheet Math Activity

The Clock



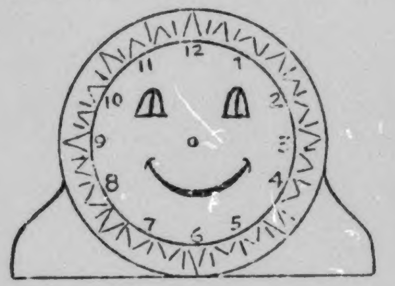
12
1
2
3
4
5
6
7
8
9
10
11

"Tick, tock," says the clock.
"I work for you all day."
I say, "Time to work, time
to sleep,
Time to eat and play."

8 o'clock. Time to go to bed. 11 hours sleep will keep me healthy.

Put the hands on each clock.

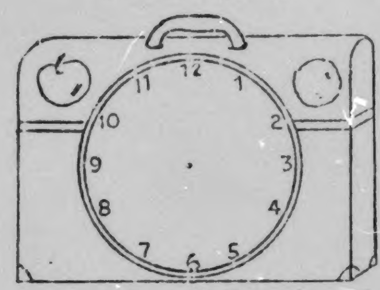
Draw a picture for each story.



12
1
2
3
4
5
6
7
8
9
10
11

7 o'clock

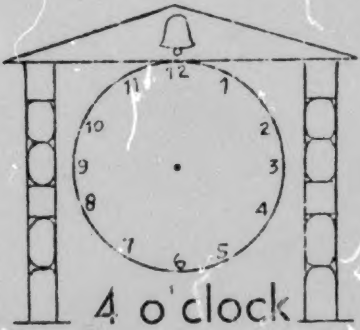
Get up. Time to eat and go to school.



12
1
2
3
4
5
6
7
8
9
10
11

12 o'clock

Time for lunch – soup, fruit, and milk.

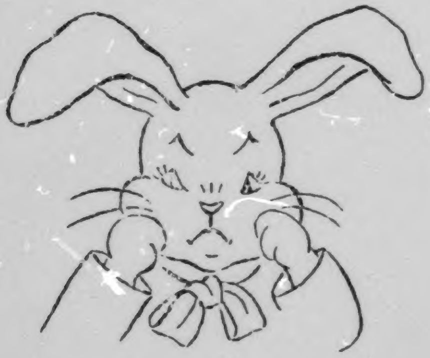


12
1
2
3
4
5
6
7
8
9
10
11

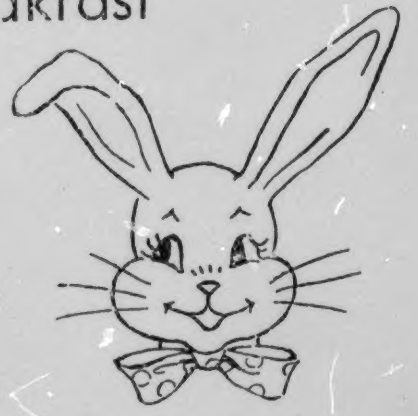
4 o'clock

School is out. Time to play in the sun.

Eat A Good Breakfast



This is Crumpy.



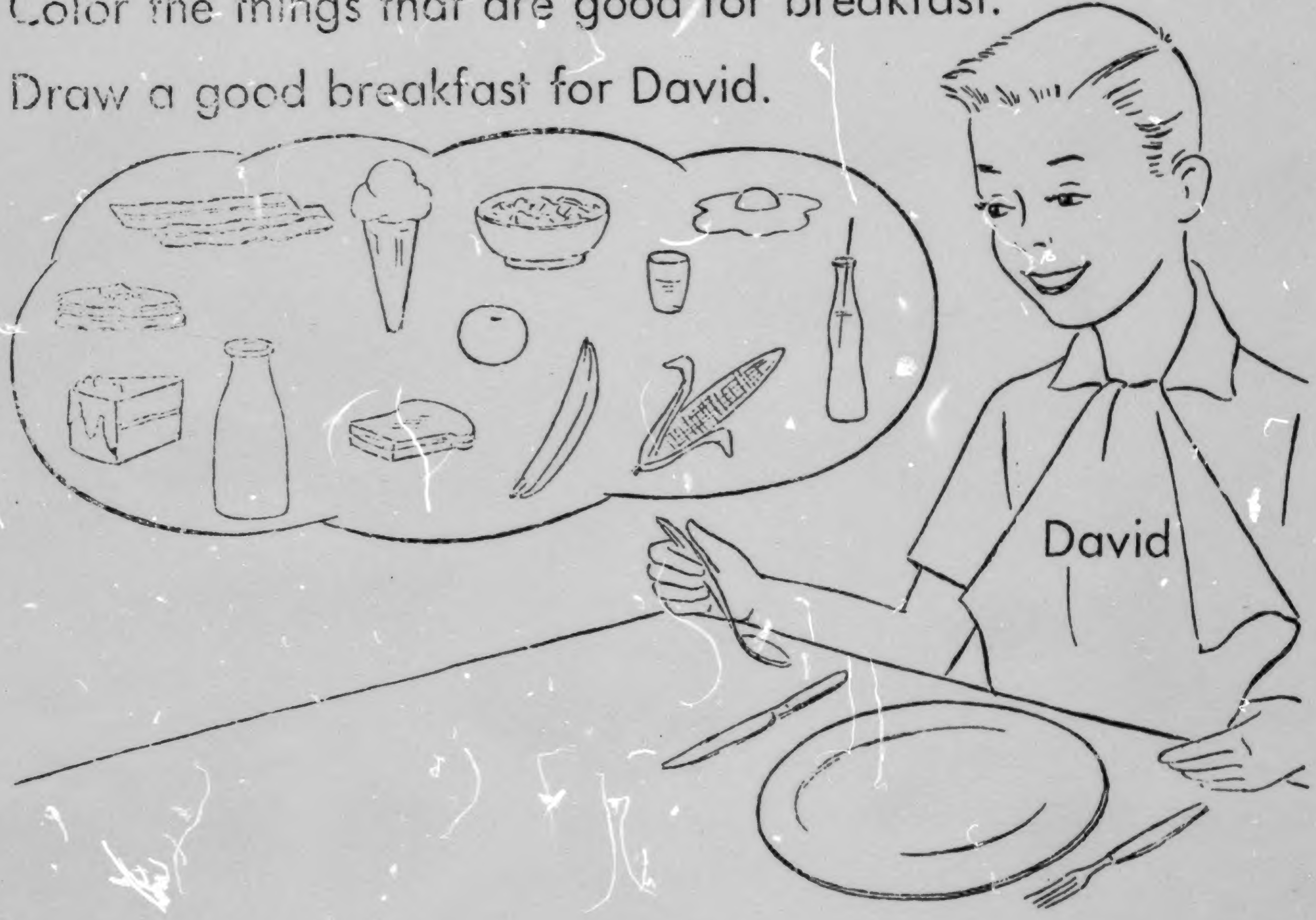
This is Happy.

Who had a good breakfast? ______________________

Who will have a happy day? ______________________

Color the things that are good for breakfast.

Draw a good breakfast for David.



Writing Time

Answer these questions on a separate sheet of paper:

1. What time do you get up?
2. What time do you go to school?
3. What time is recess?
4. What time is lunch?
5. What time do you go home from school?

Now! Use the clock stamp →

Stamp out 5 clocks. Draw hands on the clock to show the times for the questions you have just answered.

SAMPLE LESSON PLAN SCHEDULE

Actually Developed by One Student (For Level I, Lesson 4)

The following is an individualized schedule set up by one student, based on his lesson assignment for an entire week.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Preparation →				
9:00-9:45	MATH Activity 1	GEOGRAPHY Activity 2	SCIENCE (Go to Specialist)	ART Activity 2	TESTING & FINISHING Selecting new lessons.
9:45-10:15	SPELLING Activity 1	SPELLING Activity 2	SPELLING Study and review.	SPELLING Study and review.	TESTING & FINISHING Selecting new lessons.
10:15-11:00	READING Activity 1	READING Activity 2	LITERATURE Activity 2	READING Read a story to the teacher.	TESTING & FINISHING Selecting new lessons.
11:00-11:15	BREAK Bathroom and water.	BREAK Bathroom and water.	BREAK Bathroom and water.	BREAK Bathroom and water.	BREAK Bathroom and water.
11:15-11:45	PENMANSHIP Practice capital letters.	HEALTH Activity 1	GEOGRAPHY Activity 3 Filmstrip and record.	GEOGRAPHY Activity 4	TESTING & FINISHING Selecting new lessons.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
11:45-12:15	ART Activity 1	LANGUAGE ARTS Activity 1	GEOGRAPHY Activity 3 Filmstrip and record.	GEOGRAPHY Activity 4	TESTING & FINISHING Selecting new lessons.
12:15-12:45	LITERATURE Activity 1	PHONICS Activity 1	PLEASURE READING	HEALTH Activity 2	MUSIC (Specialist) (Chorus)
12:45-1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:30-2:00	LIBRARY (Go to Specialist)	GYM (Go to Specialist)	WRITTEN EXPRESSION Activity 1	WRITTEN EXPRESSION Finish Activity 1	TESTING & FINISHING Selecting new lessons.
2:00-2:30	GEOGRAPHY Activity 1	MATH Activity 2	MATH Activity 2	ORGANIZE PORTFOLIO AND STUDY FOR TESTS	TESTING & FINISHING SET UP NEW SCHEDULE & GATHER MATERIALS
2:30-3:00	Formulate Homework Read for pleasure and/or Prepare for dismissal }	→			

INDIVIDUAL LESSON REQUEST FORM

My name is ______________________________ and

I am interested in lesson ______________________

on Level ______________________.

Today is ______________________.
(Date)

I have completed the above on ____________________.
(Date)

Teacher comments:

Put your name in the block to indicate the day and time for the A. V. material you need. Be sure to include this on the Time Schedule Form for Open Classroom Lesson Plans.

TIME SCHEDULE FORM FOR OPEN CLASSROOM LESSON PLANS

Name:____________________ Lesson:__________ Level:__________

Date started:________________ Date ended:____________________

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00- 9:45					Testing and finishing; setting up for new lesson plan. ↓
9:45-10:30					
10:30-11:15					
11:15-12:00					
12:00-12:45					
12:45- 1:30					
1:30- 2:15					
2:15- 3:00					

REQUEST FOR AUDIO-VISUAL EQUIPMENT

Cassette - Record Player - Filmstrip Projector - Dukane
Television - Overhead Projector - Opaque Projector -
16 mm. Film Projector - Listening Center

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:30-10:00					
10:00-10:30					
10:30-11:00					
11:00-11:30					
11:30-12:00					
12:00- 1:00					
1:00- 1:30					
1:30- 2:00					
2:00- 2:30					

CLASSROOM LIBRARY FORM

Sign all books "OUT" when taking them home;
Check them "IN" when brought back.

Date Checked OUT	Name of Student	Title of Book	Date Checked IN

LESSON EVALUATION SHEET

NAME__________________________________

DATE__________________________________

LEVEL_________________________________

SUBJECT	SKILL										DATE OF COMPLETION									
	M	N	O	P	Q	R	S	T	U	V	M	N	O	P	Q	R	S	T	U	V
Mathematics																				
Numeration																				
Whole Numbers																				
Measurement																				
Fractions																				
Organizing & Interp. Data																				
Geometry																				
Language Arts																				
Voc. Development																				
Context Clues																				
Multiple Meanings																				
Synonyms & Antonyms																				
Shades of Meaning																				
Word Origins																				
Phonetic Analysis																				
Single Consonants																				
Blends																				
Vowels																				
Digraphs																				
Dipthongs																				
Accent																				
Dictionary Skills																				
Locating Words																				
Using Pronounciation Key																				
Finding Proper Definition																				

EVALUATION

EVALUATION

EVALUATION

SUBJECT	SKILL										DATE OF COMPLETION									
	M	N	O	P	Q	R	S	T	U	V	M	N	O	P	Q	R	S	T	U	V
Structural Analysis																				
Root Words																				
Inflectional Endings																				
Compound Words																				
Contractions																				
Prefixes																				
Suffixes																				
Syllables																				
Comprehension																				
Literal Meaning																				
Details																				
Main Idea																				
Sequence																				
Directions																				
Critical Reading																				
Fact or Opinion																				
Appraise Author																				
Biased Statements																				
Propaganda Techniques																				
Comparisons																				
Figures of Speech																				
Implied Meanings																				
Fact or Fiction																				
Characterization & Setting																				
Relationships																				
Predict Outcomes																				
Author's Tone, Mood, & Intent																				
Comparisons & Contrasts																				
Conclusions & Generalizations																				
Creative Reading																				
Convergent																				
Divergent																				
Study Skills																				
Location Information																				
Selecting & Evaluating																				
Organizing																				
Interpreting Maps, Graphs, etc.																				

EVALUATION

EVALUATION

EVALUATION

SUBJECT	SKILL										DATE OF COMPLETION									
	M	N	O	P	Q	R	S	T	U	V	M	N	O	P	Q	R	S	T	U	V
Rate of Comprehension Skills																				
Flexibility																				
Skimming																				
Silent Reading Habits																				
Handwriting																				
Slant																				
Size																				
Shape																				
Spelling																				
Test																				
Assigned Written Work																				
Informal Written Work																				
Information																				
Review Work																				
Any Area																				
English																				
Punctuation																				
Grammar																				
Capitalization																				
Sentence Structure																				
Parts of Speech																				
Paragraphs																				
Outlining																				
Letter Writing																				
Speaking																				
Literature																				
Poetry																				
Short Stories																				
Book Reports																				
Riddles																				
Jokes																				
Oral Reading																				
Art																				
Appreciation																				
Interpretation																				
Use of Medias																				
Theory																				

EVALUATION

EVALUATION

EVALUATION

SUBJECT	SKILL										DATE OF COMPLETION									
	M	N	O	P	Q	R	S	T	U	V	M	N	O	P	Q	R	S	T	U	V
Music																				
Appreciation																				
Interpretation																				
Singing																				
Theory																				
Science																				
Animals																				
Plants																				
Air, Water, Weather																				
Earth's Crust																				
Light & Heat																				
The Sky Space																				
Tool & Simple Machines																				
Magnetism & Electricity																				
Physical & Chemical Changes																				
Health To be stated according to individual lesson plan																				
Social Studies																				
Black History																				
Map Skills																				
Current Events																				
Civics																				
Economics																				
Gym																				
Free Play																				
Instructed Play																				
Instructed Skills																				
Theory																				

EVALUATION

EVALUATION

EVALUATION

A large chart entitled "Did you? Do you?" was placed in the room for self-evaluation. It contained things to be remembered.

"DID YOU? DO YOU?"

1. Did you complete all of your assignments for the day?
2. Do you need to do homework?
3. Did you study your spelling words and definitions?
4. Do you have a heading, title, and activity number on all work?
5. Did you complete all your work neatly and attractively?
6. Do you know all of your number facts?
7. Did you place display work on the board and label it?
8. Do you need any extra work to help you?
9. Did you group all your work by subject, and is it secured properly?
10. Do you have something to share with the class?

Will I have your completed portfolio by Friday at 1:30?

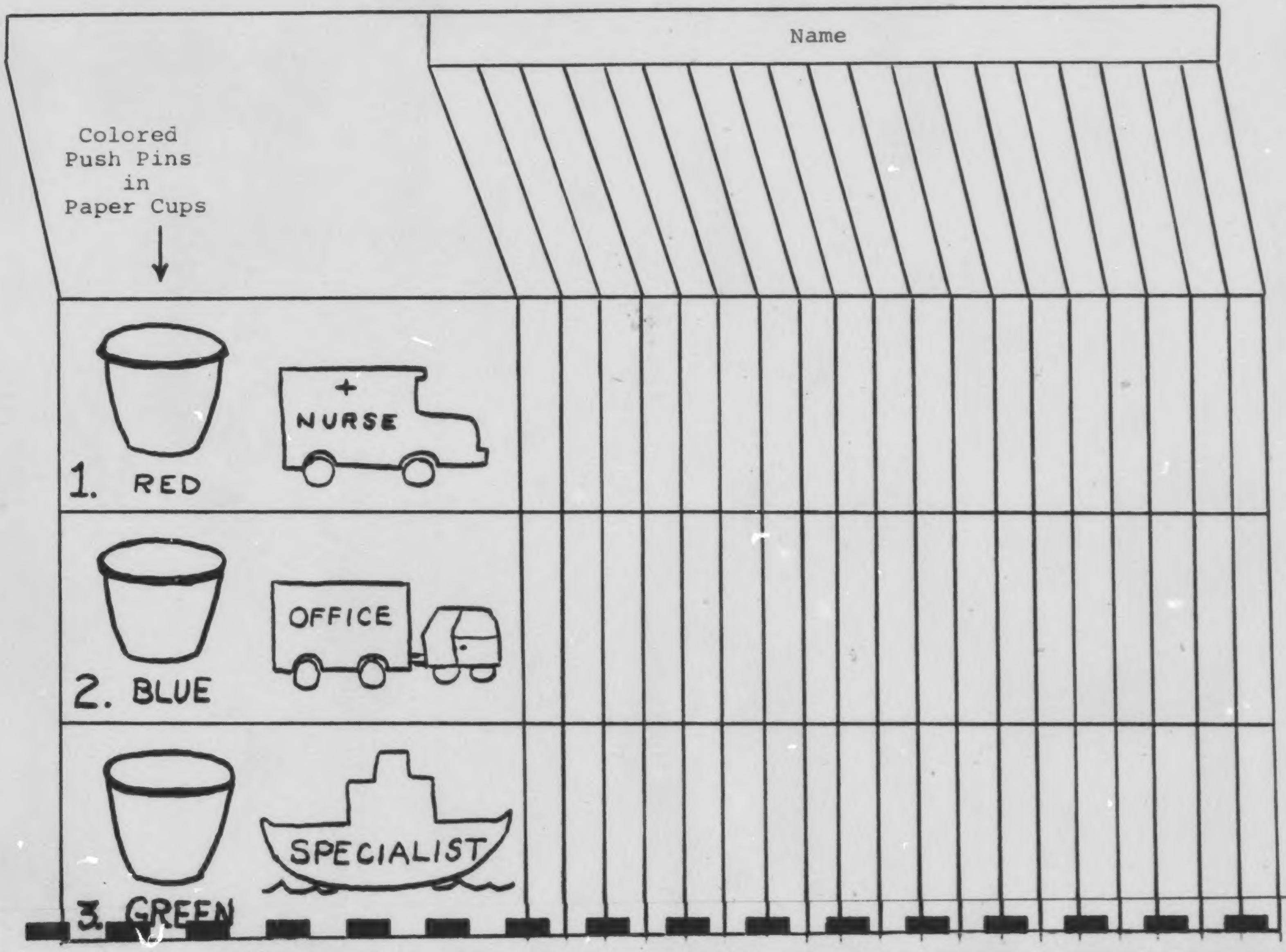
PUSH IN WHEN GOING OUT!

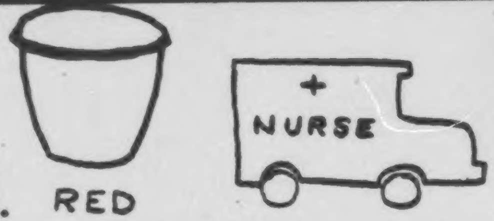
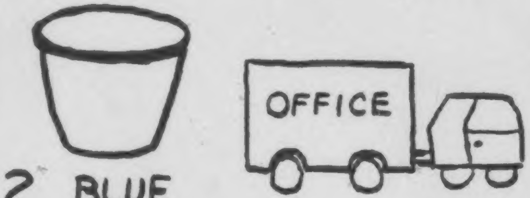
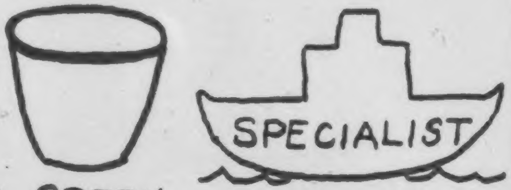
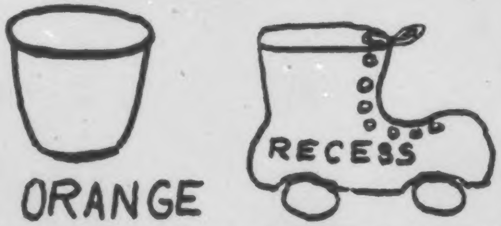
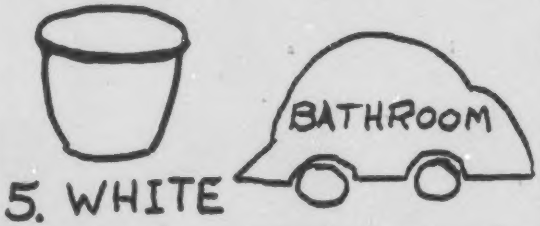
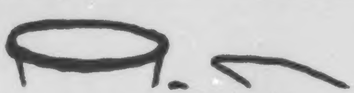
Up to this time, children have been leaving the classroom as a group and following a particular schedule for specialists in art, music, science, and gym. A math specialist, nurse, and counselor are also available in each school. Because of the nature of an open classroom setting, the children will no longer be leaving the room solely in group situations. This would be worked out in the following manner:

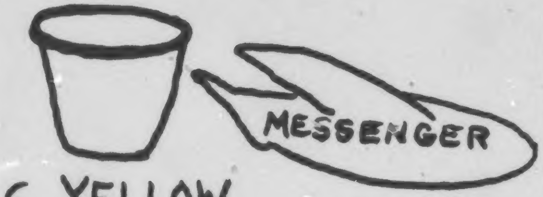
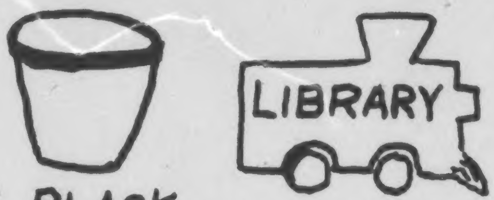
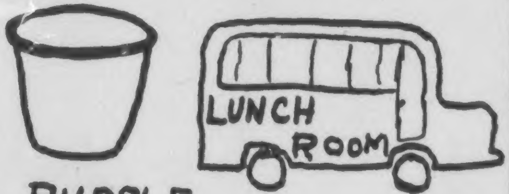
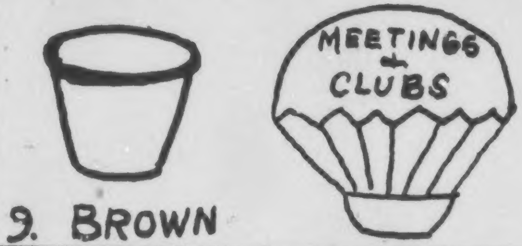
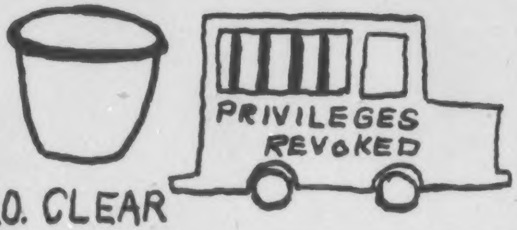
> A color-coded, push-pin board was developed. All the children's names were recorded in a designated space. Areas in the building where the children would possibly be, for one reason or another, were placed on color-coded, transportation figures (bus, bike, roller skates, etc.). Color-coded push-pins were secured to signify where the child was when he left the room. Hall passes of a similar nature were also made. Children who abused this freedom returned to the traditional means of "raise hand and seek permission from the teacher" for a period of a week. If behavior was not improved by that time, it was extended for another week.

Illustration 8

PUSH IN WHEN GOING OUT


Name
Colored
Push Pins
in
Paper Cups
+
NURSE
1. RED
OFFICE
2. BLUE
SPECIALIST
3. GREEN

 1. RED																			
 2. BLUE																			
 SPECIALIST 3. GREEN																			
 4. ORANGE																			
 5. WHITE																			
																			

 6. YELLOW																			
 7. BLACK																			
 8. PURPLE																			
 MEETINGS + CLUBS 9. BROWN																			
 PRIVILEGES REVOKED 10. CLEAR																			

CLASSROOM DAILY SCHEDULE (General)

April/May--A NEW DAY

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00					
9:00-9:10	Prepare for day's work. Check individual lesson plan; prepare for first lesson. Continue throughout the day following posted schedule for breaks and/or other activities.				
9:10-11:30	Children work on lessons.				
11:30-12:00	Children may leave for bathroom or other needs--recess.				
12:00-1:00	Proceed with lessons.				
1:00-1:30	LUNCH				
1:30-2:15	Time for total grouping for special projects: discussion of discontent (group dynamics), seasonal, school or class activities--such as preparation for plays, special assemblies, etc. (if this time is necessary for the class). Follow school program for fire drills, faculty meetings, special programs, and emergencies.				Finishing up of lessons, testing, handing in completed folders for evaluation. The children then select

Time	Monday	Tuesday	Wednesday	Thursday	Friday
					their new lesson. At this time, they review the new lesson, ask questions, organize and schedule lessons for upcoming week, gather supplies, sign up for audio visual equipment, discuss needs and scheduling with peers and set-up his/her personal work area.

CHAPTER VI

CREATE A NEED

"Take the child from where he is . . . ." This statement has been rhetorically bandied about for many years in educator's circles; here educators theorize and hypothesize, leaving the definition of this statement still open to debate. In the main, however, it is taken loosely to mean that once a child enters school he must be cloaked with a reading and math level and daggered as a behavior problem because these levels he dare not change. Here! School established! This is where it is suggested that the teacher take the child ". . . from where he is . . . ."

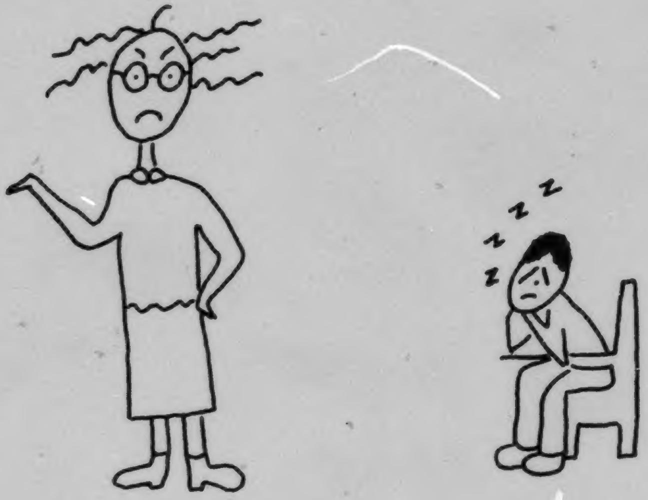
Are there no other considerations for "where a child is at?" Surely, he has been functioning on levels of higher intensity and greater depth in the real world than these assigned levels give him credit. This is where the child is at--and this is what the classroom teacher is asked to ignore, to callously cast aside. In order to instruct that child, the teacher must get into the child's environment (not close it out) and start there to create a need for the things that he or she and that classroom have to offer him. Let's look briefly at this child's world.

Today's world is a very complex place to be, with television spurring out the "sanity" of gang wars, inflation, drugs, and energy crises. Is it any wonder, then, that today's children, feeding on these occurrences, come to the classroom hostile, unhappy, and disinterested? Okay, maybe it is not that drastic but, compared to the news commentators account of a mass murder or a bank holdup, would you really be interested in the sound of saying vowels or how to substitute the digraphs sh, wh, and th to change the phonogram ip?

sh ip

ch ip

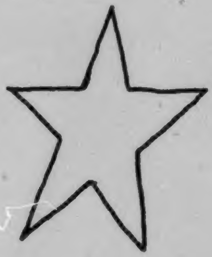
wh ip



Not very adventurous, is it? Just as adults need reasons for believing and moving on, so children need reasons for learning to grow and growing on. Teachers must create the needs--the needs are apparent--and apparently it is up to the teacher to create the need for that sh blend, or short a sound. Listed next are examples of methods designed specifically by these teachers in their classrooms, which hopefully created within their children the need to learn:

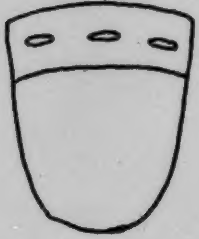
1. Plan around a basic theme:

   Grade 1--"Twinkle, Twinkle, Little Star"



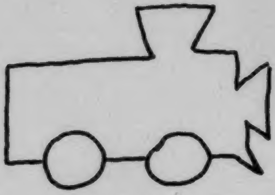
"Twinkle, twinkle,
Little star
. . ."

   Grade 5--"Different Drummer," by David Thoreau



"If a man does not
keep pace with his
companions . . ."

   Grade 6--"Love Train," sung by the Jays

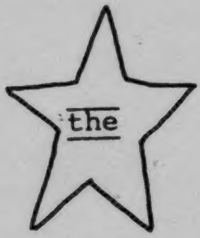


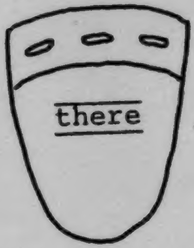
"People all over
the world . . ."

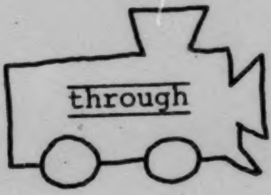
2. Build a sight vocabulary

   A. Basic Dolch List placed around the wall for total class lessons:

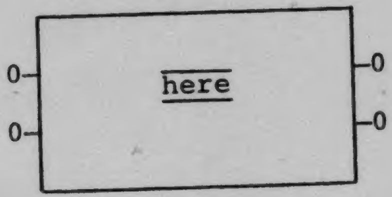
Grade 1 Grade 5 Grade 6



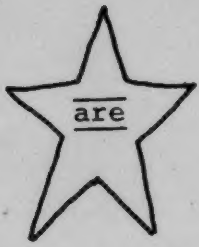


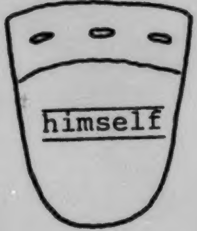


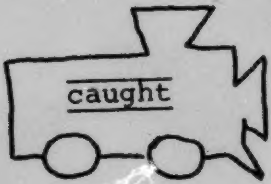
   B. Tachistoscopes for small group lessons. A word box for each Open Court reader.



   C. Miniature Tachistoscopes for individual vocabulary development with the Dolch List/ Open Court vocabulary.



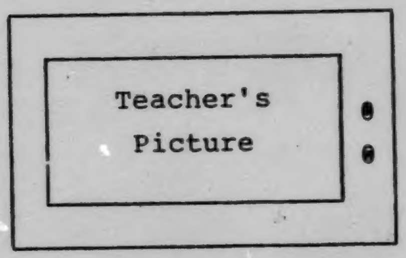




3. Use of bulletin boards:

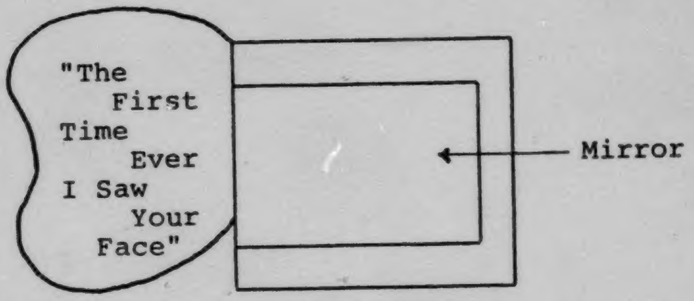
A. Complying with the child's **environment:**

"New This Fall"


Teacher's
Picture

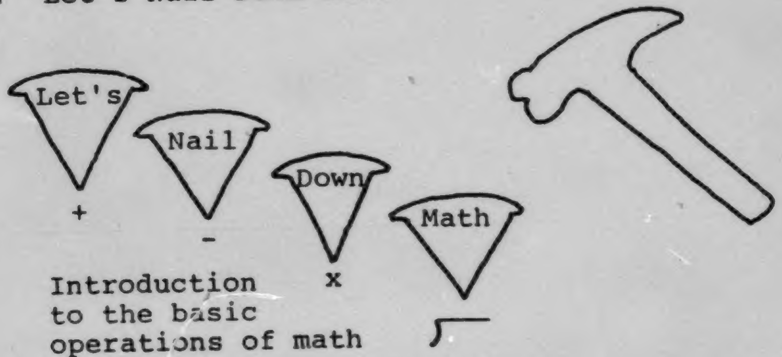
To introduce teacher to the class

B. First time ever I saw your face
Roberta Flack


"The First Time Ever I Saw Your Face"
Mirror

Pictures of children for getting acquainted sessions prescribed by Open Court.

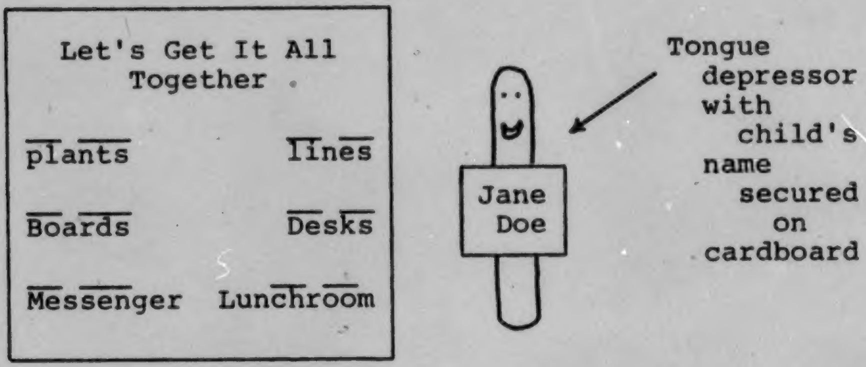
C. "Let's Nail Down Math"


Let's
Nail
Down
Math
+
-
x
$\overline{)\ \ }$

Introduction to the basic operations of math

D. "Let's Get It All Together"

Helping hands chart for establishing routines:


Let's Get It All Together
plants
lines
Boards
Desks
Messenger
Lunchroom
Jane Doe
Tongue depressor with child's name secured on cardboard

4. Use of Reading Series:

Open Court Foundations Program in a fifth and sixth grade class. "This is baby stuff," and it certainly would have been if the teachers had not had the foresight and interest to do something about that. They then began by:

A. Literature--Times were established through vertical teaming. The children in the upper grades read stories to second graders. This activity enhanced the listening skills of the second graders while it improved oral reading skills and helped in the development of positive self concepts of the fifth and sixth graders.

B. Children in the upper grades were responsible for making impromptu speeches, oral reading, vocabulary review, and improving their independent reading skills.

C. Phonetic card games were created based on the use of the Response Cards by Open Court.

D. The teachers wrote mystery stories using the Word Line Book. As the children's skills in writing improved, they began to write storybooks which contained illustrated pictures. They then taped the entire story. This began Creative Writing.

E. Stories from the gold book were dittoed and used for diction (speech) improvement lessons. We, of course, followed all the rules prescribed by Open Court.

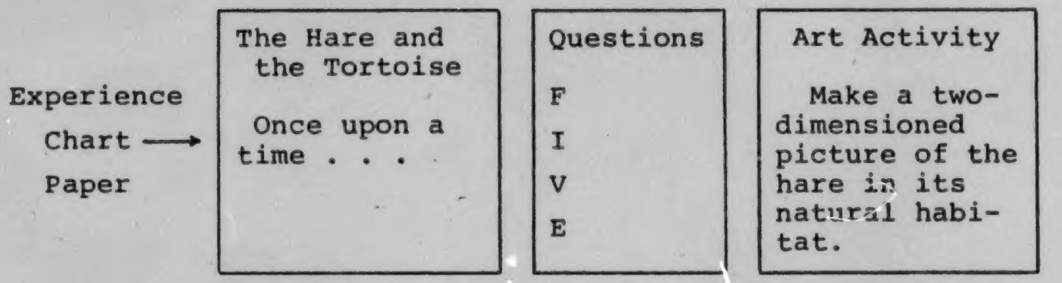
5. Top and bottom lessons:

Example--when the green and gray response cards were used for the lower group, a corresponding lesson in Roberts Linguistics Series, Book 4, was used for the faster group. This series was selected for use because it correlated with the language arts program prescribed by Open Court.

Both groups presented mini-lessons to the total class and the vocabulary in each was compared and associated. The same was done in the area of diction, poetry, and grammar.

6. Stories from Reading Is Fun lent themselves easily to be reproduced on experience chart paper. Following the guide, we gave the questions in the book to the slower movers. But then we correlated the Philadelphia's school reading inventory F I V E to formulate the comprehension questions for the faster movers.

7. We're not finished yet! We added an art activity to the end of the questions for the entire class. This activity might come from any level of which any subject of work from that story could be drawn:



Experience Chart Paper →

The Hare and the Tortoise

Once upon a time . . .

Questions

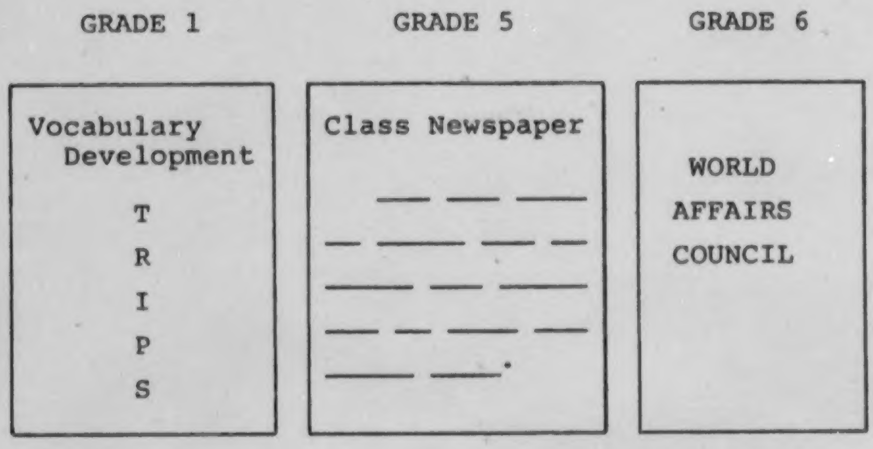
F
I
V
E

Art Activity

Make a two-dimensioned picture of the hare in its natural habitat.

Whenever any of these methods could be used by the first graders, they were programmed into their lessons.

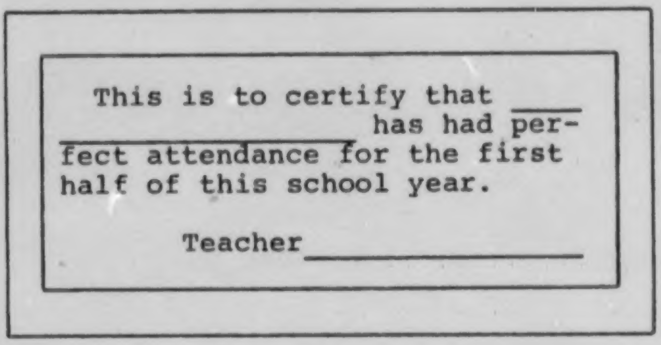
8. Involve the children in higher motivating avenues of learning.


GRADE 1
GRADE 5
GRADE 6
Vocabulary Development
T
R
I
P
S
Class Newspaper
WORLD
AFFAIRS
COUNCIL

9. Involve tutors from the neighborhood who have a specialty.

Language	Arts & Crafts
Spanish	Knitting
French	Carpentry, etc.

10. Learning areas and sections . . . . . . Chapter II
11. Centers . . . . Chapter III
12. Task Cards . . . . Chapter IV
13. Toward Independence . . . . Chapter V
14. Short- and long-range goals--half-year perfect attendance awards:



This is to certify that ________________________ has had perfect attendance for the first half of this school year.

Teacher________________

←Framed

Staff Photo by Bill Lane

MISS JEANNETTE QUINN AT HER OWN EXPENSE WILL FLY HER CLASS TO NEW YORK
They Will Meet Pupils From Philadelphia, With Whom They Have Carried On Correspondence

23 Woodville Pupils

Teacher Foots Bill for N.Y. Trip

By GEORGE EDMONSON

Miss Jeannette Quinn doesn't see anything unusual about taking her 23 pupils on an airplane trip to New York City — and paying their expenses herself.

"This is my family," she said, looking about her classroom at Woodville Elementary School in Richmond's East End.

"It's just the way I was taught to teach," she said. "Whatever it takes to get them to learn, you do."

Her class, composed of pre-middle grade pupils who will enter the seventh grade next year, has been corresponding with two classes in Philadelphia, where Miss Quinn formerly taught.

The three classes will meet in New York May 16 and tour the United Nations building and other parts of the city.

The two Philadelphia teachers, were visiting Miss Qninn's class here today and going over final plans for the trip.

Mrs. Laverne Fountain, the Woodville librarian, also will accompany the children on their one-day excursion to New York.

Miss Quinn said she has participated in numerous outings in her 18 years as a teacher, but this is her most ambitious undertaking. She is in her first year as a teacher here.

No problems have been encountered with school officials concerning the trip, she said.

"I don't think they believed me, so they said, 'Sure, let her go. She's not going to spend $1,200 on those kids,'" she said with a laugh.

Most of her pupils said they are excited about the trip, although many aren't sure what to expect.

Carlton Harris, 11, said he hopes to "learn about the buildings and the rivers and the parks in New York."

Patricia Lockett, 12, said she was born in New York and has been back several times since moving to Richmond.

"But this is the first time I've ever flown," she added.

The correspondence with penpals in Philadelphia has been helpful, said 13-year-old Linda Jenkins.

"I've learned how to make the letters sound right and how to send them," Linda said.

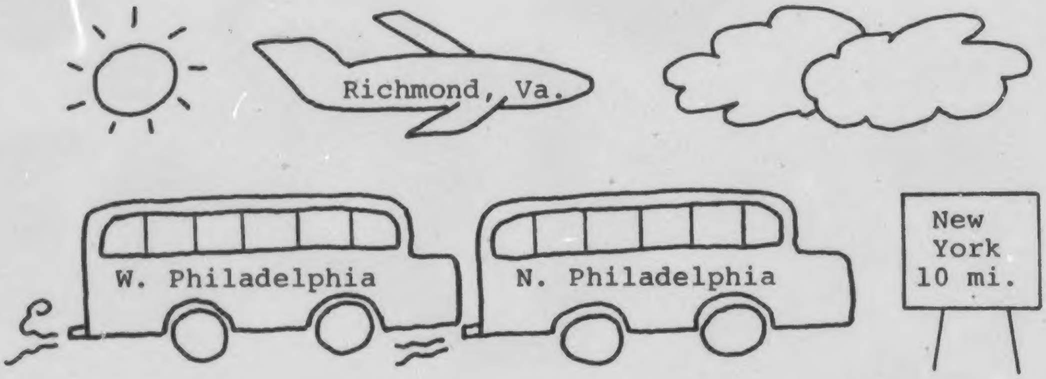
"Some of the teachers think I'm crazy," Miss Quinn said. "They can't believe I'm really doing this. They tell me I could buy a house.

"Well, I tell them I've bought two houses and that's not what I want," she said.

Source: The Richmond News Leader, Richmond, Virginia, April 25, 1975.

15. Exhibits and Program. A display of the children's work--songs, poems, and dances learned as an outgrowth of the curriculum--was presented to various audiences.

16. Trip--Throughout the entire project and an eight-week unit of study in People, Customs, and Cultures, the spirit of working together was fostered. What better way could be found for the children to meet their pen pals and culminate a year's work? Of course! Visit the United Nations in New York City, New York. Just think of the "needs" incorporated for these children in that one venture, when they travelled from Philadelphia, Pennsylvania by bus and the class from Richmond, Virginia travelled by airplane.


Richmond, Va.
W. Philadelphia
N. Philadelphia
New York 10 mi.

READING AND MATH SKILLS

- I. Reading Skills
  - A. Recognizing and understanding words
    - 1. Sight words
    - 2. Vocabulary development
      - a. Context clues
      - b. Multiple meanings
      - c. Synonyms and antonyms
      - d. Shades of meaning
      - e. Word origins
    - 3. Dictionary skills
      - a. Locating words
      - b. Using pronounciation key
      - c. Finding proper definition
    - 4. Word analysis skills
      - a. Context--phonic analysis
        - (1) Single consonants
        - (2) Blends
        - (3) Vowels
        - (4) Digraphs
        - (5) Dipthongs
        - (6) Accent
      - b. Structural analysis
        - (1) Root Words
        - (2) Inflectional endings

        - (3) Compound words
        - (4) Contractions
        - (5) Prefixes
        - (6) Suffixes
        - (7) Syllables

- B. Oral reading skills
    - 1. Phrasing and punctuation
    - 2. Fluency
    - 3. Pronounciation and enunciation
    - 4. Rate and expression
    - 5. Eye and voice span

II. Recognizing and Understanding Ideas--Comprehension Skills

- A. Receptive reading
    - 1. Literal meaning
        - a. Details
        - b. Main idea
        - c. Sequence
        - d. Directions
    - 2. Implied meanings
        - a. Fact or fiction
        - b. Characterization and setting
        - c. Relationships
        - d. Predicting outcomes
        - e. Author's tone, mood, and intent

        f. Comparisons and contrasts
        g. Conclusions and generalizations
    3. Critical Reading
        a. Fact or opinion
        b. Appraise author
        c. Biased statements
        d. Propaganda techniques
        e. Comparisons
        f. Figures of speech
        g. Test conclusions
    4. Creative reading
        a. Convergent
        b. Divergent

III. Study Skills
  A. Locating information
  B. Selecting and evaluation
  C. Organizing
  D. Interpreting maps, graphs, etc.
  E. Using S. Q 3 R procedure

IV. Rate of Comprehension Skills
  A. Flexibility
  B. Skimming
  C. Silent reading habits

V. Math Skills
  A. Grade One
    1. Recognizing 1 through 10

2. Naming place values to 99
3. Counting through 9
4. Counting through 19
5. Counting through 49
6. Counting to 99
7. Number line to 9
8. Addition facts through 4's
9. Saying sums through 9
10. Zero
11. Idea of ten
12. Set of ten
13. Sets of tens
14. Counting by one's and two's
15. Counting by 2's to 20
16. Counting by 5's to 50
17. Counting by 10's to 50
18. Counting coins through 25 cents
19. Counting and renaming to 50
20. Counting and renaming through 99
21. Closed curves
22. Line segments, number line
23. Length: Less than, greater than
24. Inch, Foot, Yard

B. Grade Two

1. Place value through 1,000
2. Counting to 100

3. Counting by 10's to 1,000
4. Counting by 2's to 100
5. Addition facts: 1's, 2's, 3's, 4's, 5's
6. Addition facts: 6's, 7's, 8's 9's
7. Subtraction facts: 1's, 2's, 3's, 4's, 5's
8. Subtraction facts: 6's, 7's, 8's, 9's
9. Addition: 1's through 9's
10. Subtraction: 1's through 9's
11. Addition and Subtraction: 1's through 9's
12. Counting by 1's to 1,000
13. Counting coins
14. Telling time
15. Repeated addition
16. Multiplying to 5's
17. Standard Units, Inch, Foot
18. Numerals and unit names
19. Counting members of sets
20. Combining members of sets
21. Lines, segments
22. Simple plane figures
23. Reading picture problems
24. Reading word problems

C. Grade Three

1. Place value to 10,000
2. Recognizing and saying numerals
3. Counting by 2's, 3's, and 4's to 100

4. Counting by 5's, 10's and 20's to 200
5. Addition facts to 100
6. Subtraction facts to 100
7. Multiplication facts to 10's
8. Division facts to 10's
9. Addition practice
10. Subtraction practice
11. Multiplication practice
12. Division practice
13. Simple fractions
14. Number line to show fractions
15. Carrying, borrowing (renaming)
16. Adding and subtracting
17. Ways to write a fraction
18. Renaming fractions
19. Money
20. Time and temperature
21. Order of addends, Inverse
22. Order of factors, Inverse
23. Indent. Circles, Rectangles, Triangles
24. Reading and solving problems

D. Grade Four

1. Place value through 1,000,000,000
2. Numeral names for numbers
3. Addend + Addend = Sum
4. Related Subtraction Sentences

5. Factor x Factor = Product
6. Related division sentences
7. Problem solving (A,S,M,D)
8. One and two figure divisors
9. Renaming numerals
10. Greater than, less than, equal
11. Fractions less than one (proper)
12. Fractions greater than one (improper)
13. Measuring line segments
14. Linear scales
15. Measuring weights
16. Weight scales
17. Roman numerals to 10
18. Roman numerals to 50
19. Improper fractions to mixed numbers
20. Mixed numbers to improper fractions
21. Multiplication problems
22. Parallel lines, right angles, rectangles
23. Length x Width = Area
24. Simple area problems

E. Grade Five

1. Place value--1,000,000,000,000
2. Number line for integers, fractions
3. Place value for decimals
4. Number line for fractions, decimals
5. Associative property

6. Distributive property
7. Commutative property
8. Renaming numerals
9. Addition of whole numbers
10. Subtraction of whole numbers
11. Multiplication of whole numbers
12. Division of whole numbers
13. Addition of fractions
14. Subtraction of fractions
15. Reducing fractions
16. Comparing fractions
17. Proper and improper fractions, etc.
18. Ratios
19. Rate, time, distance (D = R x T)
20. Decimals and per cent
21. Graphing ordered pairs
22. Reading graphs
23. Geometry, measurement
24. Problem solving

F. Grade Six

1. Number line, whole numbers
2. Numer line, fractions
3. Place value, whole numbers
4. Fractions to decimals
5. Place value decimals
6. Renom. frac. as decimals, per cents

7. Addition: whole numbers and decimals
8. Subtraction: whole numbers and decimals
9. Multiplication: whole numbers and decimals
10. Division: whole numbers and decimals
11. Fractions and mixed numerals
12. Renaming numerals
13. Addition of fractions
14. Subtraction of fractions
15. Multiplication of fractions
16. Division of fractions
17. Ratio and proportion
18. Ratio factor x base factor = product
19. Solving mathematical sentences
20. Graphs
21. Area of rectangles, triangles
22. Volume of rectangular solids
23. Review
24. Problem solving

METHODS USED TO EVALUATE SKILLS

The following tests were used to evaluate the skills that had been taught.[1,2]

---

[1] Jeanette Quinn, Elain Carty, and Dale Hedgepeth, Individual/Group Informal Reading Inventory (Book Levels: Primer to Book 6), based on Open Court Language Arts Program by Ann Hughes, et al. (LaSalle, Illinois: Open Court Publishing Company, 1974).

[2] Botel, Morton. Phonics Mastery Test, distributed by Ida Kravitz and Natica M. Moose, Teacher's Guide for Administration (Philadelphia, Pennsylvania: Philadelphia Board of Education Curriculum Office, October, 1967).

MORTON BOTEL'S PHONICS MASTERY TEST

Distributed by Ida Kravitz and Natica M. Moose
Teacher's Guide for Administration

LEVEL A

I. CONSONANT SOUNDS[1]

Directions: Read the words below (or other words with the underlined sounds). Ask students to record the first letter of each word next to the appropriate number on their answer sheets.

1. person
2. belt
3. mallard
4. window
5. forty
6. victory
7. tint
8. sound
9. dough
10. rhythm
11. lark
12. jersey
13. hunt
14. zebra
15. ninety
16. yolk
17. kink
18. golden

II. CONSONANT DIGRAPHS

Directions: Continue as above, except to ask students to record the first two letters of each word read except for the last word, in which case the last two letters are recorded.

19. shoe
20. church
21. thing
22. those
23. cling

III. CONSONANT BLENDS

Directions: Continue as above.

24. blind
25. clock
26. flower
27. glow
28. plump
29. sleep
30. break
31. cream
32. drop
33. friend
34. grope
35. practice
36. treasure
37. scale (sk)[2]
38. smell
39. sneak
40. spill
41. stamp
42. sweet

---

[1] All consonant sounds are represented except c, q, and x, which have no sound of their own.

[2] sc or sk acceptable.

IV. BLENDING CONSONANTS & RHYMING ELEMENTS

Directions: Ask students to write at least two words which rhyme with the words given.

43. ball
44. make
45. get
46. will

LEVEL B

I. LONG & SHORT VOWELS

Directions: Read the words (or other words with the underlined sounds). Ask students to record the vowel letter heard. The student must write short in front of the short vowels, and long in front of long vowels.

1. bid (short i)
2. jab (short a)
3. eve (long e)
4. lobe (long o)
5. slave (long a)
6. prod (short o)
7. bun (short u)
8. tile (long i)
9. zest (short e)
10. use (long u)

II. OTHER VOWEL SOUNDS

Directions: Read the words, asking students to record the vowel or vowels which they hear. If a vowel depends on the consonant which follows it for its sound, the consonant should be written after the vowel. Some sounds can be spelled several ways. Any of these should be accepted. Correct answers are given in parentheses.

11. nook (oo)
12. grouse (ou,ow)
13. broom (oo)
14. jar (ar)
15. Troy (oy)
16. coil (oi)
17. claw (aw)
18. whirl (er,ir,ur)

BOTEL READING INVENTORY B

PHONICS MASTERY TEST

LEVEL A

1. CONSONANT SOUNDS

Directions: Listen carefully as I read a group of words. Write the beginning letter of each word after the correct number on your answer sheet. (Note: Since this is a test on sounds, not on spelling, any answer in parentheses should be accepted.)

1. poach	(p)	7. tab	(t)	13. zing	(z)
2. budge	(b)	8. seep	(s)	14. nudge	(n)
3. mope	(m)	9. dude	(d)	15. leash	(l)
4. wince	(w)	10. rye, wry	(r,wr)	16. yen	(y)
5. fad	(f,ph)	11. jilt	(j,g)	17. kale	(k,c)
6. valve	(v)	12. hub	(h)	18. gird	(g)

2. CONSONANT BLENDS

Directions: Now I shall read some other words. Listen carefully and write the first two letters of each word. (Note: Acceptable answers are in parentheses. Since this is a test on sounds, not on spelling, any indicated answer is correct.)

1. blare	(bl)	8. crimp	(cr,kr)	15. smirk	(sm)
2. clew	(cl,kl)	9. droll	(dr)	16. snob	(sn)
3. flinch	(fl)	10. frill	(fr)	17. sparse	(sp)
4. gloat	(gl)	11. grime	(gr)	18. stave	(st)
5. plumb	(pl)	12. prim	(pr)	19. swab	(sw)
6. sloth	(sl)	13. troupe	(tr)		
7. brig	(br)	14. scow	(sc,sk)		

3. CONSONANT DIGRAPHS

Directions: In the next group of words, listen carefully and again write the first two letters: shin, chow, thine, thaw. Now write the two letters that end this word: bring.

1. shin	(sh)	3. thine	(th)	5. bring	(ng)
2. chow	(ch)	4. thaw	(th)		

4. RHYMING WORDS

Directions: There are four words printed on your paper. Write two or more words that rhyme with each word and have the same group of ending letters.

1. dad   2. pot   3. face   4. pin

STUDENT ANSWER SHEET

BOTEL'S PHONICS MASTERY TEST

LEVEL A

I. CONSONANT SOUNDS

1. ________
2. ________
3. ________
4. ________
5. ________
6. ________
7. ________
8. ________
9. ________
10. ________
11. ________
12. ________
13. ________
14. ________
15. ________
16. ________
17. ________
18. ________

II. CONSONANT DIGRAPHS

19. ______
20. ________
21. ________
22. ________
23. ________

III. CONSONANT BLENDS

24. ______
25. ______
26. ______
27. ______
28. ______
29. ________
30. ________
31. ________
32. ________
33. ________
34. ________
35. ________
36. ________
37. ________
38. ________
39. ________
40. ________
41. ________
42. ________

IV. BLENDING CONSONANTS AND RHYMING ELEMENTS

43. ______
    ______
44. ________
    ____
45. ________
    ____
46. ________
    ____

PHONICS MASTER TEST--CLASS SUMMARY

Teacher____________________ Date____________________

LEVEL A

NAME	CONSONANT SOUNDS																		BLENDS			DIGRAPHS				
	p	b	m	w	f	v	t	s	d	r	j	h	z	n	l	y	k-c	g	l	r	s	sh	ch	th	th	ng

PHONICS MASTER TEST--CLASS SUMMARY

Teacher________________________ Date________________________

LEVEL A

NAME	CONSONANT SOUNDS																		BLENDS			DIGRAPHS				
	p	b	m	w	f	v	t	s	d	r	j	h	z	n	l	y	k-c	g	l	r	s	sh	ch	th	th	ng

OPEN EDUCATION REPORT CARD

Date ____________________

TEACHER _____________ NAME ___________________________

Assigned Grade

○

To the Parents:

Because of your child's age, he/she is in Grade __________. Because of your child's special abilities, he/she may be working in grade levels other than his/her grade assignment.

Please follow this card with great care.

1

Explanation of Evaluating Symbols

If your child is working on any grade level of work other than work of his assigned grade, he will be marked in the following manner:

Grades	K-1	2	3	4	5	6	7
Fine	✓+	S+	G	M	T	A	A+
Fair	✓	S	R	N	J	B	B+

Areas of outstanding or failing work will be covered and explained fully in the "comments."

When a child is being graded on work in his assigned grade, he/she will receive numerical ratings. Disregard the above scale.

Fine	88 to 100
Fair	70 to 87

2

The assigned grade is circled on the front of this card.

○

1	2	F	Communications	1	2	F	Social and Study Habits
			Listening				Is courteous in speech and action.
			Speaking				Exhibits self-control.
			Spelling				
			Reading				
			Grammar				
			Handwriting				
			Composition				
			Literature				

SUBJECT AREAS

1	2	F	Subject
			Social Science
			Math
			Science
			Music
			Art
			Physical Education
			Health and Safety

SUBJECT AREAS

1	2	F	Reading Sections
			Phonics
			Comprehension
			Study Skills
			Research

COMMENTS

1.

2.

COMMENTS

3.

4.

Dear Mr. & Mrs. ________________________,

Education is a continuous process designed to meet the needs of individual children to enable them to function in today's world.

Our primary concerns were to instill in each child the desire to learn and provide progressive instruction that will lay a foundation for the individual child, enabling him to reach his potential.

This card is only an explanation to you, to that end. It is NOT an official report card. The official report card, issued by the ________________________ public schools, is enclosed and graded. Its grades and only its grades will be retained and recorded on your child's records.

If you have any questions concerning either card, I will be available for conferences. Just call the school and make an appointment.

Sincerely,

____
Teacher

CHAPTER VII

EMERGENCY LESSON PLANS

This lesson plan is organized to contain eight lessons. They are enclosed in pockets. These pockets contain assigned lessons, information, and suggested supplies for the visiting teacher's use. Basic school rules and procedures for emergencies can also be located in one of the pockets. Instructions for discipline and reporting misbehavior have been placed in the last pocket of the lesson plan folder.

Following is a list of the subject areas contained in the emergency lesson plans:

1. Language Arts
    - Spelling
    - Reading
    - Phonics
    - Comprehension
    - Information
    - Handwriting
2. English
    - Grammar
    - Capitalization
    - Punctuation
3. Literature
    - Short Stories
    - Poetry
    - Plays
4. Science
5. Health

6. Social Studies

Map Skills History

7. Music and Art

8. Math

The following cassette was played to the class whenever there was a substitute teacher:

> Good morning boys and girls. Today you will have have a visiting teacher. Because the visiting teacher is not familiar with the way our classroom is set up, we will change the procedure just a little. Because I know you are very capable and willing to help the teacher and each other in every way you can, you will have to listen very carefully. The visiting teacher will only select people to help that are on the "helping hands" chart. I know you will encourage the helpers to do their job well by not interfering.
>
> To the Visiting Teacher. . .Please! These young people are capable of doing very fine work; therefore, accept nothing less. You will notice that the Emergency Lesson Plans are very explicit. Please follow them. There is an empty pocket in the back of the lesson plans for notes. If you find that you have any difficulty with the children, the schedules or curriculum during this day, please leave a notation to that effect in the designated place. Boys and girls and visiting teacher, please have a dynamite day.

EMERGENCY LESSON PLANS

FOR ROOM ______________________

______________________SCHOOL

______________________TEACHER

POCKET FOR CASSETTE

Please play this cassette to the class before beginning the day. The cassette player is in the closet.

DAILY TIME SCHEDULE

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	READ OVER PLANS AND MAKE NECESSARY PREPARATIONS FOR DAY'S WORK				
9:00-9:10	PLAY AND DISCUSS CASSETT TAPE'S SPEECH (TO CLASS)				
9:10-9:30	SPELLING Check pocket for lesson				
	ETC.				

DUTY SCHEDULE

SCHEDULE IS LOCATED ON BULLETIN BOARD IN BACK OF ROOM.

CHECK FOR RECESS DUTY, LUNCH ROOM DUTY, YARD DUTY, ETC.

SPECIAL SERVICES

Name	Day	Time
Mr. Brown	Wednesday	2:00- 2:30
Ms. Smith	Friday	12:00-12:30

AIDES

Subject	Name	Time
Reading	Ms. Green	10:00-11:00

CHAPTER VIII

SUMMARY

Indeed! It was a very good school year, 1974-1975, for the three schools participating in this program, and a brief accounting of its effect on the students involved has shown:

For the Spring Garden Elementary School (12th and Ogden Streets, Philadelphia, Pennsylvania), Grade 1, taught by Ms. Elaine Carty, there were, at the beginning of the school year in September, 1974, nineteen children who had attended kindergarten and five who had never attended school. Based on the California Achievement Test results, twenty children scored above the 50 percentile in reading and thirteen children scored above the 90 percentile.

In the Woodville Elementary School (2000 North 28th Street, Richmond, Virginia), premiddle Grade 5, taught by Ms. Jeanette Quinn, the classes were composed of boys and girls who had been retained at the fifth grade level. Retentions were made based on the grade equivalent scores received on the reading subtest of the Comprehensive Tests of Basic

Skills. Scores of 3, 6, and lower were criteria for placement.

Test results, 1975, showed:

(a) Eighty-two percent of the children advanced from 1½ years in reading to 5½ years.

(b) Seventy-eight percent advanced 2 years to 5½ years.

(c) Fifty-two percent advanced from 2½ years to 5½ years.

As a result of these scores, nine children were referred for seventh grade placement. Six out of the nine were actually placed in seventh grade.

The Samuel Daroff School (57th and Vine Streets, Philadelphia, Pennsylvania) Grade 6 was taught by Ms. Dale R. Hedgepeth. The table on the following page represents the reading levels of the sixth graders. The instrument used was the Philadelphia Informal Reading Inventories based on the Basal Reading Series.

Also, to get the savour of these pure, yet unselfish, minds and to help evaluate the impact of the open classroom concept upon these children, they were asked to state their feelings about the past school year--the open classroom, the school, themselves, and each other.

	No. of Children					
Level	Sept.	June	No. of Children	Moved From Level	To Level	Growth in Years
3^2	14	2	2	3^2	3^2	0
4	19	12	8	3^2	4	½
			4	4	4	0
5	0	9	2	3^2	5	1½
			7	4	5	1
6	0	9	2	3^2	6	2½
			7	4	6	2
7	0	1	1	4	7	3

As the old saying goes, "Out of the mouths of babes comes . . .," their verbatims are shown in the following pages, segregated by class for quick perusal.

VERBATIMS FROM SPRING GARDEN ELEMENTARY SCHOOL STUDENTS

Teacher: Ms. Elaine Carty

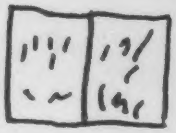
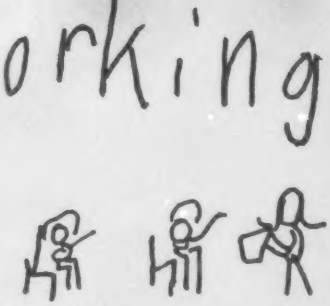
Grade 1

Feelings About This Year, Toward School,
Ourselves, and Each Other . . . .

Gwendolyn Brabham

I Like When We seen our Pel Pals. and I Like When we seen the Liberty. Bell. and I Like When we wen ton our trip and I Like When we went on our Pic nic. I Like my Pen Pal She was a Very nice girl to Be a Pel Pal I Like hen IhopeShe Be my Pel Pal ag ain because She Was avery nice Friend to meat.

Damon Leatts
open classroom

I like when we was working
in our lesson plan 
I like we was working
in our centers 
I like wean we went
two new York
I like wean we was
learning adout Africa.

268

My Tittle By Keith Palmer

We Learn How to Love

we work together Me and
Ronald Ronald is My Best friend
I hope That Ronald gets a star
on his work

I like when we went to New Yor I seen My Pen Pal he sad I am a karate expert Me and My Pen Pal Were buying things we bought a flag The U.N. flag That is Why I like The U.N. so much.

We had a wonderful Time at 2:30 Lunch Time I like When w Wint on the ferry ride and I like when we wint into The lincoln Tannel

Richard Alexander
Me in Stacy Howard
Tucker are friends
in We work together.
2 The class is working
together.

---

cynthia Johnson

open classroom

We started in March.
It was very very very very nice to work in our
lesson plans.

We did Reading, Art, English, and music

Andrea Jackson

1 I like meetting our pen-pals in the U.N. I like my pen-pals Very very very much and I know that they liked me too.

2 Me,. Cynthia J., Kieth P., April P., Theresa S., and Gewendolyn B., we worked together in a center we did?t get angry.

3 I love myself for all I done.

The End

Me and Theresa Stones.

We shared the stapler

I like a friend Theanc

Ronald Washington

Theresa Stones

I Learn how to Listens to my Teacher. And how to listens to storys. And to Love oneanther and to get alone and to work together

I Like to help people.

I Like to work with cynthia Johnson. And my friends.

It was very nice to work by yourselves. we lik pushin when going out. we like our lesson Plan. we like the mat Box and the English Boy

music is fun.

I Love this class.

VERBATIMS FROM WOODVILLE ELEMENTARY SCHOOL STUDENTS

Teacher: Ms. Jeanette Quinn

Grade Premiddle 5th

What Do you Feel Open Classroom Did For You?

Did You Like September or May Better? Why?

Emotionally and Educationally, How Do You Feel About School, Yourself, or Your Interests Now?

What Do You Feel Open
Classroom Did For You?

Summary

1. I think it did me a great good learning how to work by myself and reading directions with help. It made me feel like I was really doing Something on my own.

Patricia Lockett
June 12, 1975

1. What do you feel open classroom did for you? It's help me to have time to talk with your teacher and have confrence with your teacher and your friends.

Darryl Jones
June 13, 1975

Mable Taylor
June 12, 1975

Summery

1. Open classroom did lots of things like how to work inderedually with others, ~~work~~ work independent, and organizes myself and my work

Kimberly Gillyard
June 12, 1975

I think that it has done a great deal of things for me.

Carlton Harris
June 12, 1975

1. What do you feel open class room did for you?
It showed me how to work on my own and put my thoughts to gether before I did my work.

Delinda Kearney
June 12, 1975

Summary

1. I think that open class room learn me alot because. When we had the lesson plans on the wall and we had to make owr own lessons plans on paper that was Passed out and what ever day it were and what ever subject it was. Like Social studies, Math, English, Reading, health, science, Art.

Cheryl Irving
June 12, 1975

Summary

What do your feel open class room did for you?

Open class taught me how to work on my own, and how to start me off for the future right.

Summary

Linda Diane Jenkins
June 12, 1975

1. What do you feel open class room did for you? It made me get the things that I need to know and when I go to a class next year we will know how to work like that.

Antionette James
June 12, 1975

Summary

1. What do you feel open classroom did for you? I feel that it taught me how to work independent and how to follow directionswell.

Did You Like September or May Better? Why?

2. They were both ~~[illegible]~~ interesting because they developed two defferent types of ~~[illegible]~~ organezatimal patterns. They were both needed. Mable T.

2. Did you like Sept or may better? Why?
I like may better and we had the work to get done and get your work in and make it look like we were going Some were.

2 Did you like Sept. or May better? I like Sept. better. Why? Because in Sept. we stared working together and that's Why I like september the best.

2. Cause on May we work on different things and talk about different things. And in may I did a little betten than I did in september and I was so glad.

Delinda K.

2. I liked May better because in Sept. we [illegible] had to go throw cursing, fighting, and all sorts of things. But in may we had gotton our selves together!

Patricia.

Emotionally and Educationally, How Do You Feel About School, Yourself, or Your Interests Now?

When I first came here I didn't like the teacher I was just mad. After the first three week of school I like P.M.S, I was ready to work.
Cheryl I.

I feel good about school but in the years that I have been going to school this is the hartest I haved work to pass.
Carlton H.

3. Emotionally and educationally how do you fiel about school, yourself or your interest now? What I fiel abou school is that I learned a lot of thing in school and Next year I will not play around I will work hard so I can go to my next grade.
Antionette J.

3. In Sept. I was so childish but I got up and helped myself and Ms. Quinn helped me and my mother helped me and I left all my childish behavior behind. Patricia L.

3. I feel like this about school. Next year I will work hard to try not to be whole back again. And I hope next year I be in the 6th grade, [redacted] And I feel like this about P.M.S that I will never like to see Pre-Middle school again.

Delinda K.

I feel it have gotten me out of them ugly moods of mind and got the good so that I may do better Kimberly G.

VERBATIMS FROM SAMUEL DAROFF SCHOOL STUDENTS

Teacher: Ms. Dale R. Hedgepeth
Grade 6

What Do You Feel Open Classroom Did For You?

Did You Like September Better Than May? Why?

The Best Thing About This Year Was . . . .

2. Did you like September better than May? Why?
September didn't help me as much as Ma has. In September we didn't study about Indians and their living and do research on them In May we did all of that so I like May better than September.

2. Did you like September better then May? Why?
In May it was more exciting with more things to learn and do like New Math and learning about Afica and the other countries
September was nice but it was slow in starting.

"Did you like September better than May" Why?
I like may because you had a chance to do new thing and work by yourself. And a chance to help other people.

6th grade

2. Did you like September better than may? Why? I liked september and May The both was very helpful to me. September gave me a head start. When May came I didn't need any help at all. I knew just what to do. So September and May was very helpful.

Francine

2. Did you like September better than May? Why? I liked May better than September because in September the teacher told you what to do and how to do it and that sort of thing. But in May you were independent and free.

What Do You Feel Open Classroom Did For You?

Paula Bolger

1. What do you feel open classroom did for you?
I feel that open classroom has taught me to organize myself more better and to have the responsibilaty for my belonging an for others.

Derrick Parham

1 What do you feel open classroom did for you?
It made me feel indepent. To walk out of my own free will made me feel responsible

---

Raymond McKoy

1 What do you feel open classroom did for you?

It has help me to be more on my own an not depending or not always having to depend on someone else.

Sophia McRae

1. What do you feel open classroom did for you? It gave me the opportunity to know what I can do on my own It gave me a chance to teach other and other teach me.

---

1. What do you feel open classroom did for you? It helped me learn to make plan of what I was going to do the next day and it also helped me to work with other people in different countries and cities.

Coleen Burton

---

1. What do you feel open classroom did for you? I feel that open classroom gave me the opportunity to be more independent. It has taught me that when you know what your doing you don't need nobody to tell you what. to do.

Francine Pogue

The Best Thing About This Year Was . . . .

The best thing about this year was when we got our lesson plans. It was Kindof fun working at your own rate by yourself no one to bother you or rush yo you could take your time long as you where following your ~~Sh~~schedules and was finish by Friday at 1:30.

Raymond McKoy
June 12, 1975

Monique Adams
June 12, 1975

This year was different from other years because. All the classes I've been in when I started School I hav never had a pen pal. But this year I had a pen pal. I have never thoug of the word pen pal but now I no what it like to write to some One I have never even heard of or ~~saw~~ seen. But we did go see them.

The best thing about this year was... The way Ms Hegepeth tried to make us love one another and to teach us to understand each others feelings, That's the best thing about this year!

Paula B.

Paula Bolger
June 12, 1975

This year was different from others because.... My teacher, out of all my teachers, first till up to now, she's very different from them all, her ways her moves she makes, and I like the way she's organized I'm sure everyone likes Ms. Hedgepeth, everyone in Daroff School, even my mother says: "She's put togethe

Walter Tucker
June 12, 1975

The best thing about this year was when I first came to this class I thought that I could play around and act like a clown like I did in other classes. ~~and didn't do all~~ of ~~my work right in the class room~~. But when I heard Miss Hedgpeth say that we were going something before we get out of this class if she had to keep us back in this class for two years that we will learn something. When I was in ______________ room I was in level four in math and in level three in reading. When I got in Miss Hedgpeth class I went up to level seven in math and level six in reading. I like Miss Hedgpeth because she brought me to my scences and I like miss Hedgpeth because she is a swell and make people learn whether they want to or not and that is what I like about this year and in this classroom.

The End

Francine Pogue
June 12, 1975

The best thing about this year was the centers we had which were Reading, Water Cycle, Africa and writing. I enjoyed them very much. I was even a student teacher for one of the groups of people. It wasn't about one group have Africa center and keep it and that was all. Every body got a chance to be in all four. Each week you would rotate to a diffrent center. Our teacher Ms. Hedgepeth put alot of effort in to put the centers together. This year was different from other years because our teacher made sure we learned. It wasn't about study this and study that and forget about it. You sure did learn something

Natalie Clark
June 12, 1975

The best thing about this year was when we first started working on portifolios. I didn't understand what it was, but pretty soon I got the hang of it. In the beginning we started with posters on the board. We had all the subjects tha you would usually get in school. We had to use a schule. We picked whe and what time we would do this subject and that subject. But most of all what me happy in this year was my penpals. There's one from Richmond Virginia, and one from Nort Philadelphia. The one from North Phil (Curtis Honeycutt) is in the first grade and his teasher's name is Ms. Carty. And the one from Richmond Va. (Elsie Cox) is in the fifth and her teacher's name is Ms. Quinn. I'm in the six grade, m

name, is Natalie Clark and My
teacher's name is Ms. Hedgepeth.

Carolyn Jackson
June 12, 1975

This year was different from the other year because teachers didn't care to much about you. Only they want out of you is learn how to read, know how to do your Math, and Spelling All year you sit up their do Math, Reading and Spelling and thats boring. But this year Mrs. Hedgepeth is someone different she hate doing the same Thing all the time. If you were Mrs. Hedgepeth and didn't learn nothing you must be really dumb. Because Mrs. Hedgepet will preach to you before you her class and don' know nothing. Everyone use to tell me that Mrs. Hedgepeth was mean and just knew I was going to get in trouble then. Mrs. Hedgepeth ain't mean she don't like people to get wrong and she does'nt like no one to get us wrong

If you go to Daroff and you are
in Mrs. Hedgepeth room you will
see what I mean. Noa this yea
she taught us thing the whole
school never herd of next year
she teach something know teacher
herd of. If some body just come
to our class for a day they will
see what I'm talking about. Know
wes are learning about (how to
know yourself) If you ever be in
Mrs. Hedgepeth class don't get her
wrong O.K.

By CAROLYN

Dana Friend
June 12, 1975

The best thing about this year was when we had a open class cause you didn't have to pester the teacher to asked her were any materiels were. When ever you needed something you can just get up and get it or if it was in a different room you can just go ask them if you can borrow it.

This year was different from other years because We had Pen Pals to write to and we didn't do the same thing as other classes If we didn't want to go out for recess we didn't and our Pen Pals did the same thing. It was fun in New York when we had to meet our Pen Pals We walked around the building we want on a tour We had lots of fun We baught sovenirs and played around We had so much fun that I didnt want to leave.

Lorraine Thomas
June 12, 1975

The best thing about this year was when we share differnt things with each other.

Wanda Allen
June 12, 1975

This year was different from other years because in all my life I have neve ben in an open class room and had my own work in bookets and made different thing. Went different places like to the U.N. to see our pen pals had lunch with then and we all so went on the fairy boat ride

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